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ABSTRACT

Designed to be a source of programming information, this document summarizes the educational efforts by Wisconsin's sixteen Vocational, Technical, and Adult Education (VTAE) districts to help meet consumer and homemaking education needs of disadvantaged groups. The project supported by each district is described in the following format: project title, target population(s); major objectives; staffing; inter-agency cooperation; student recruitment and attendance; major activities; ancillary services; evaluation; indicators of project effectiveness; special notes of interest; and selected resource materials. A brief listing of other projects and a map of Wisconsin's VTAE districts are also included. (BM)

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WISCONSIN: Consumer and Homemaking Programs

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COMPILATION OF:
PROGRAM PROCEDURES, EDUCATIONAL STRATEGIES, AND TEACHING MATERIALS RELATED TO CONSUMER AND HOMEMAKING DISADVANTAGED PROGRAMS IN WISCONSIN

Compiled by
Barbara B. Dougherty, Specialist
Wisconsin Vocational Studies Center

Funded by, and in cooperation with,
the Wisconsin Board of Vocational,
Technical and Adult Education

June 30, 1977

Final Report of Project
No. 19-00 2-151-527

PREFACE

Communicating and interpreting effective educational efforts, and sharing successes or societal impacts of such efforts is a real challenge. It is sometimes neglected. We as educators focus on the students, and direct our energies toward developing and implementing programs with the students' concerns in mind. We evaluate and strengthen or restructure those programs in response to students' appraisals and recommendations. Such goals are commendable, but the results should be shared.

Since the enactment of the Vocational Education Amendments of 1968, including the mandates of the Consumer and Homemaking Education section, much very worthy programming has been developed in the 16 Vocational, Technical and Adult Education Districts, the Center for Vocational-Technical Education at the University of Wisconsin-Stout, and the Wisconsin Vocational Studies Center, University of Wisconsin-Madison. Numerous highly creative and innovative concepts have realized success in focusing on concerns of individuals and families.

Educational developments have been directed toward urban and rural populations, toward varying socio-economic groups, toward a multiplicity of cultural groups represented in Wisconsin's population, toward disadvantaged and handicapped members of society, and representing all age groups to be served as identified in the mission of the VTAE system.

These efforts are worthy ones. Other educators may wish to adapt some of the concepts or activities to their local programs. Decision makers and supporters of educational efforts need information on the value or contribution of educational dollars in relation to established goals and objectives.

It is with these purposes in mind that this brochure, summarizing educational efforts supported with Consumer and Homemaking Education federal monies, was prepared. It is representative of programs throughout Wisconsin. We hope this information will to some degree interpret educational efforts and impacts on individuals and families in our state. We also hope these summaries will stimulate further programming designed to improve home environments and the quality of family life.

Christine E. Nickel
Consultant,
Home Economics Education
Wisconsin Board of Vocational,
Technical and Adult Education

FORWARD

Project "Compilation of Teaching Materials, Program Procedures and Educational Strategies Related to Consumer and Homemaking Disadvantaged Programs" was designed to be a source of programming information. The summaries presented here represent efforts by Wisconsin's sixteen VTAE Districts to meet local consumer and homemaking educational needs.

In order to identify characteristics and procedures of selected projects, each district was visited and project personnel, both administrative and instructional, were interviewed. At that time, the staff members were asked to supply a bibliography of selected teaching resources used in conjunction with their project. The response was overwhelming. In fact, it was necessary to delete any duplication of entries among projects. Some monies were available through the project to purchase teaching resources. Materials were selected on the basis of being included in the district's resource bibliographies. In addition, many examples of teaching resources were provided by project staff. These items will be available through the Wisconsin Vocational Studies Center's free-loan library system, classified and listed in the Home Economics Education Bibliography.

Each summary contained in the report is comprised of information gleaned through the interview visit to the district, materials provided by project staff and the project proposal. Again, cooperation was excellent. It is hoped that this effort to share ideas and materials will be a ready source for future program planning and development, as well as a means of visibility for the many interesting and varied programs representing Wisconsin's VTAE efforts to meet consumer and homemaking education needs.

On a personal note, gratitude and appreciation is extended to all the Home Economics Coordinators, project personnel, and Center staff for their cooperation and assistance. This was truly a gratifying experience.

Barbara B. Dougherty
Specialist,
Wisconsin Vocational Studies
Center

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DISTRICT: Blackhawk Vocational, Technical and Adult Education District
Administrative Center
2228 Center Avenue
Janesville, Wisconsin 53545
(608) 756-4121, Ext. 210

DISTRICT DIRECTOR: Orvis L. Johnson

PROJECT TITLE: Consumer Education for Disadvantaged

PROJECT DIRECTOR: Gladys Olson, Home Economics Chairman

INSTRUCTOR: Lucy Abram

PROJECT TITLE:

CONSUMER EDUCATION FOR DISADVANTAGED . . . .
Educational activities related to increasing knowledge and strengthening skills for effective consumer practices.

TARGET POPULATION(S):

"Consumer Education for Disadvantaged" focuses on meeting consumer education needs of a variety of population groups residing in the Blackhawk Vocational, Technical and Adult Education District. In general, these groups represent all persons with low and marginal incomes and more specifically include Social Service clients, Senior Citizen groups, Head Start parents, and Housing Authority and Sheltered Workshop clients.

MAJOR OBJECTIVES:

"Consumer Education for Disadvantaged" is designed to enable disadvantaged persons to:

1. Assume total responsibility for planning, preparing and serving nutritionally balanced and attractive family meals.
2. Compare prices of foods of similar nutritional value.
3. Analyze own shopping habits and develop new shopping skills.
4. Be knowledgeable and skillful in purchasing, using, and caring for home equipment, including furnishings, and housing selection.
5. Use principles of laundry procedures and other factors in clothing selection and care.
6. Analyze own consumer behavior in lieu of consumer rights and responsibilities.
7. Evaluate available community resources and be knowledgeable in family relationships and to enlist aid as necessary.
8. Set realistic family goals.
9. Better understand family development.

CLASS SCHEDULING:

Series of classes are scheduled in six to eight week time blocks throughout the year. Scheduling of programs results from direct requests or by referral systems of agencies and institutions within the community based on client needs. In addition, consumer education programs of varying duration are presented according to special needs and interests. All of these programs are held at available community facilities which will accommodate a given group.

STAFFING:

Project staff consists of:

1. A full-time professional home economist with educational strengths in the areas of consumerism and instruction of the disadvantaged. Major responsibilities include project publicity and agency contacts in addition to organizing and conducting classes.
2. Part-time persons are acquired through call staff procedures as course content and educational needs indicate. Certified day care aides are utilized when children's activities are provided.
3. The district Home Economics Chairman supervises the overall project activities.

INTER-AGENCY COOPERATION:

The "Consumer Education for Disadvantaged" program is organized to meet the client needs of community agencies and organizations. Some of these include Social Service, Head Start parents, Housing Authority, Senior Citizens, and Sheltered Workshop. Communication between staff personnel and the various agencies is initiated to assure program effectiveness in meeting the varying consumer education needs.

STUDENT RECRUITMENT AND ATTENDANCE:

Client referral is a major means to establishing a series of classes as well as direct requests for a consumer educators program by community agencies and organizations for established groups of clients. Consultations between project staff and agency personnel serve as means to identify individuals' needs. A course title is then determined and the agency advertises for class members. Speaking on consumerism and related project activities to service organizations is an activity of the staff which frequently leads to additional classes. The result is effective publicizing and promotion of the project through community service volunteers. In addition, the staff contacts agencies and organizations. In those cases where agency personnel are reluctant to implement consumer education, the staff revisits to nurture the ideas regarding the project and services provided. In established groups, participants are encouraged to "bring along a friend" and future agendas are presented in order to expand membership and encourage attendance. Child care is provided where need exists.

MAJOR ACTIVITIES:

"Consumer Education for Disadvantaged" is based on consumer concerns relating to food, clothing and shelter of persons with low to marginal incomes. For example:

Course content organized for Social Services, Head Start, and Housing Authority referrals include:

1. The IN Way to Meal Planning
2. Conquer the Bulge Through Nutrition and Weight Control
3. Be a Super Shopper (General Buymanship)
4. Supermarket Spending - Dollars and Sense
5. Selecting Clothing for Your Children
6. Sewing for Children
7. Selecting Safe Toys and Equipment for Children
8. How to S-T-R-E-T-C-H Your Money (Money Management Principles)
9. Your Consumer Rights and Responsibilities
10. Happy Holidays (Low Cost Gift and Food Ideas)
11. Appliances - Their Selection, Use and Care
12. Before You Sign, 6 Sessions in Consumer Credit
13. Save Your Energy

Consumer programs presented to Senior Citizen groups include:

1. Nutrition and Meal Planning for Two
2. Weight Control (Planning low calorie meals, examine "diet" foods and myths of weight control)
3. Recycling Your Wardrobe (Choosing, maintaining, and remodeling clothing purchases)
4. Looking in the Medicine Chest (Examination of grooming aids and over-the-counter remedies for safety and effectiveness)
5. Small Kitchen Appliances - Selection, Use and Care (Ways to get maximum use of kitchen equipment)
6. Holiday Gifts and Foods (stresses creativity with low cost ideas)

For Sheltered Workshop participants the following content is covered:

1. Nutrition and Simple Meal Preparation
2. Personal Grooming and Hygiene
3. Laundering Your Clothes
4. Clothing Maintenance (Basic hygiene, clothing selection, laundry and simple hand mending)
5. Home Care
6. Money Matters (Personal budget, savings and checking accounts)
7. Consumer Hang Ups (General buymanship principles - tags and labels, refunds and exchanges, sales, newspaper ads)

Related class activities are always a practicum utilizing available community resources such as banks, stores, cooperatives, etc. Course content is expanded and individualized as needed and desired by class participants.

ANCILLARY SERVICES:

Organized and directed child care and related activities are provided for children of course participants. These children's activities are supervised by day care aides who have completed at least the minimum requirements for certification and are graduates of the Blackhawk Technical Institute's diploma program.

In addition, the "Consumer Education for Disadvantaged" project staff maintains an excellent resource library. Multi-media resources represent all facets of consumer education. Where necessary, these materials have been redesigned to meet students' special needs, as class participants range from educable mentally retarded to college graduates.

Services and facilities offered on campus to Blackhawk Technical Institute students are extended to include the consumer education program participants. The class instructor readily refers individuals for various counseling services.

EVALUATION:

The class instructor maintains a log (diary) throughout each series of classes to document comments verbalized by the participants. These comments relate to the degree to which programs meet individuals' needs, and therefore eliminate problems of written articulation. Requests from cooperating agencies' personnel for additional consumer classes is viewed as an informal type of evaluation.

INDICATORS OF PROJECT EFFECTIVENESS:

A class member's self confidence builds throughout the class series as exhibited through class discussions and is finally at a level possible for employment and succeeds at obtaining a job.

During a unit on budgeting, a student requested a special conference for self and spouse with the course instructor in order to budget the couple's income.

A student reported use of "class taught" consumer principle of comparison shopping. The result was a mark down by the higher priced company on the cost of the item in question.

Beginning as a class member, an individual became a Head Start director.

OF SPECIAL INTEREST:

The "Consumer Education for Disadvantaged" program will be expanded to include Contemporary Living courses which focus on knowledge and skill development related to families and their relationships.

SELECTED RESOURCE MATERIALS:

BOOKS

The Bank Book. By John D. Wool.

Darkside of the Market Place. By Magnuson and Carper. Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1972. Prism paperback.

Portable Appliances: Their Selection, Use and Care. Amber C. Ludwig and Consumer Information Services of Sears, Roebuck and Co. Association Films, Inc., Agents for Sears Consumer Information Services, 512 Burlington Avenue, LaGrange, Illinois, 60525, 1971. Resource text with printed originals for transparencies, $5.00.

PAMPHLETS

Consumer Swindlers and How to Avoid Them. By John L. Springer. Henry Regnery Co., Chicago, Illinois, 1970.

How to Select Infants' and Children's Clothing - Hidden Value Booklet. Consumer Information Services, Sears, Roebuck and Co., Sears Tower, Chicago, Illinois, 60684. Free - one set of each for evaluation.

AUDIO VISUALS

Advertising and Consumer Motivations. Filmstrip, cassette tape, script.
Fire, Fabrics and You! Filmstrip and cassette, $5.00.
Nutrition - What's in it For You? Teaching guide and work units.
Filmstrip and cassette tape, $17.25.
Safe-Toy Environments. Filmstrip and cassette, $5.75
J. C. Penney Co., Inc., Educational and Consumer Relations, 1301 Avenue of the Americas, New York, New York, 10019.

Be a Better Shopper. By Heinz B. Busdorf and Mary Ellen Burres. Cooperative Extension, Cornell University, Ithaca, New York, 14850, 1973. Slides, teaching guide and script.

Before You Buy: A Course in Consumer Credit. Consumer Communications, Inc., Hollywood, California, 1974. Cassette tapes, student workbooks.

Break the Fast. The Polished Apple, 3742 Seahorn Drive, Malibu, California, 90265, 1976. Filmstrip and cassette (adapted for EMR's).

Comparison Cards. National Dairy Council, 6300 North River Road, Rosemont, Illinois, 60018, 1976. Bar graphs of nutrients found in commonly consumed foods, $4.00.

Consumer Education - Special Needs. Learning Arts, Box 179, Wichita, Kansas, 67201. Filmstrip series, cassettes, teacher's guide (adapted for EMR's).

Consumerland: How High the Mountain. Argus Communications, Niles, Illinois, 1972. Filmstrip, cassette tape, teacher's guide (adapted for EMR's).

Consumer Law. Changing Times Educational Service, 1729 H Street, N.W., Washington, D.C., 20006. Case study books, transparencies, exercises, puzzles, charts, teacher's guide, $64.50.

Cut Food Costs. Cooperative Extension, 11 Park Place, Room 1013, New York, New York, 10007, 1974. Slides, script.

Dress Well for Little Money. Consumer Education Series, Book I. Ginn and Co., 1967. Programmed Text - converted to slides and flash cards.

Feeding Your Young Children. National Dairy Council, 6300 N. River Road, Rosemont, Illinois, 60018, 1973. Filmstrip, leader's guide, $3.00.

Food Buymanship. Kraft Foods, c/o Educational Dept., P.O. Box 1163, Chicago, Illinois, 60690, 1974. Dairy products - filmstrip, guide, student handouts, package visuals, $6.50.

Food Dollars and Sense. Money Management Institute, Household Finance Corp., Chicago, Illinois, 1975. Filmstrip, cassette, teaching guide and script.

Food for Life - The Basic 4. Tupperware Educational Services, Dept. ES-1, Div. of Dart Industries, Inc., Orlando, Florida, 32802, 1975. 4 filmstrips, 4 cassettes, scripts, transparencies, $12.95.

Foods and Your Health. By Edward Ortlab and Richard Cadice. Milliken Publishing Co., St. Louis, Missouri, 1969. Color transparencies, duplication, crossword puzzle and review quiz, $6.95.

Focus on the Family Wash. Filmstrip and guide (adapted for EMR's).

Home Care - Teaching Aids. Teaching unit, transparency masters (adapted for EMR's).

Household Helpers. Filmstrip and script (adapted for EMR's).

Laundering - Teaching Aids. Teaching unit, transparency masters (adapted for EMR's).

Personal Grooming - Teaching Aids. Teaching unit, transparency masters (adapted for EMR's).

Wash Day Wonders. Filmstrip and guide (adapted for EMR's).

Proctor and Gamble Co., c/o Educational Services, Cincinnati, Ohio, 45201.

Guarantees, Warranties and Service. Journal Films, Inc., 909 W. Diversey Parkway, Chicago, Illinois, 60615, 1971. Filmstrip and cassette tape.

Let's Go Shopping. Changing Times Educational Services, 1729 H Street, N.W., Washington, D.C., 20006. Filmstrip, cassettes, transparency masters and teacher's guide, $43.50 per unit.

Mealtime Planning. General Mills, Inc., Film Center, 9200 Wayzata Blvd., Minneapolis, Minnesota, 1975. Filmstrip, script.

Nutrition for You. Educational Activities, Inc., Freeport, New York, 11520, 1973. Filmstrip, cassettes, teacher's guide and script (adapted for EMR's).

Nutrition - What's in it for You? Teaching guide and work units. Filmstrip and cassette tape, $17.25.

Old Task, New Plan. International Film Bureau, Inc., 332 S. Michigan Ave., Chicago, Illinois, 60604, 1973. Filmstrip, cassette, teaching guide (adapted for EMR's).

The Oopsies. Dr. Evelyn B. Spindler. U.S.D.A. - Extension Service, Washington, D.C., 20250, 1972. Slides and script (adapted for EMR's).

Refunds and Exchanges. Consumer Education Series, Book II. Ginn and Co., 1967. Programmed text - converted to slides and flash cards (adapted for EMR's).

Self Care: Female Series

Self Care: Male Series

Teeth Care

Learning Arts, Box 179, Wichita, Kansas, 67201, 1973. Filmstrips, cassettes, teacher's guide (adapted for EMR's).

Weight Control. U.S.D.A. Extension, Do Six A.V. Productions, Wheaton, Illinois. Filmstrip, cassette and teaching guide, $12.00.

Will it be Cash or Charge? - Credit. Pitman Publishing Co., New York, New York, 1974. Filmstrip, cassette, teacher's guide, student workbooks.

Will it Come Out in the Wash? Consumer's guide to laundry products for soil and stains. Texise Chemical Co., Greenville, South Carolina, 1975. Filmstrip, cassette, guide, charts.

ADDITIONAL RESOURCES

Food Models. National Dairy Council, 6300 N. River Road, Rosemont, Illinois, 60018, 1976. $4.50.

Getting Ready for Pay Day - Part I Checking Accounts. Frank E. Richards Publishing Co., Inc., Phoenix, New York, 13135. By Margaret W. Hudson and Ann A. Weaver. Student workbook (adapted for EMR's).

Good Loser: The Weight Control Game. Dietor Systems, Box 1501, Ann Arbor, Michigan, 48106, 1973. $10.00.

The Name of the Game is Credit. Coulter and Ater - Texas Tech University, Distributed by Nasco, Fort Atkinson, Wisconsin, 53538. Game $35.00.

Soup's On: The Balanced Diet Bingo Game. Dietor Systems, Box 1501, Ann Arbor, Michigan, 48106, 1973. $10.00. Adapted for EMR's.

DISTRICT: Fox Valley Vocational, Technical and Adult Education District
1825 North Bluemound Drive
P.O. Box 2277
Appleton, Wisconsin 54911
(414) 739-8831

DISTRICT DIRECTOR: William M. Sirek

PROJECT TITLE: Consumer Home Economics - Vocational Training for Disadvantaged Groups

PROJECT DIRECTOR: Jean Rusch, Home Economics Coordinator

INSTRUCTORS:
S. Toni Harris
Gloria Hawk
Joanne Flemming
Sandra Ninhan
Marilyn Nettekoven
Ramona Ruhnke
Janet Bingham

PROJECT TITLE:

CONSUMER HOME ECONOMICS - VOCATIONAL TRAINING FOR DISADVANTAGED GROUPS . . . .
Educational emphasis on developing skills pertaining to the economic and social goals of the disadvantaged including such ethnic groups as Oneida Indians and Mexican Americans.

TARGET POPULATION(S):

The persons served through this project represent both rural and urban populations living in the Fox Valley Vocational, Technical and Adult Education District. More specifically, these groups include Mexican Americans (permanent residents), Native Americans (including a Senior Citizens group), and referrals from Social Service agencies.

MAJOR OBJECTIVES:

Objectives of the project are as follows:

1. To help disadvantaged adults to increase their understanding of family and community resources.
2. To assist the student in recognizing the importance of developing basic skills by showing how they pertain to the students' economic and social goals.
3. To provide a curriculum which emphasizes the development of life-coping skills.
4. To further the concept of lifelong education to identify what is worth learning, worth valuing, and worth doing with one's life.

CLASS SCHEDULING:

Classes are organized after sufficient numbers of students have been recruited. After which time, classes meet once a week for two to three hours. Because of travel distance, one center operates from 10:00 until 3:00 with enrollees bringing their lunch. Registration occurs every six weeks; at that time class enrollment may be comprised of the same individuals, an all new group, or a combination thereof. Classes at some centers are discontinued during the winter months due to adverse weather conditions. The classes are held at Community Centers, churches, and private homes.

STAFFING:

Instruction is provided by qualified and certified personnel. When available, local qualified instructors are utilized. These para-professionals are adept at working with particular groups as well as able to understand and speak their language. Frequently these persons are former students. Oftentimes instruction is a cooperative effort between the local para-professional and certified instructors. All instruction is on a part-time basis. And a half-day in-service based on teaching techniques is held at least once a year.

In addition to the teaching staff, other personnel are:

Recruiter - functions as such at one center for approximately one week.
Counselor - FVTI staff counselor to assist students in vocational education pursuits.
Supervisor- District Home Economics Coordinator responsible for all the project's educational efforts.

INTER-AGENCY COOPERATION:

The major agencies with project involvement are as follows:

1. Goodwill Industries
2. Oneida and Tribal Council
3. Mexican-American Organizations (church, LaRaza, etc.)
4. Vietnamese Refugee Office
5. Community Action Programs
6. Dept. of Social Services

These agencies request classes within the limits of the project for their clients, as well as provide names of persons who would benefit from the available educational services. Some support services are provided by the Social Service agencies, such as transportation via volunteer drivers.

STUDENT RECRUITMENT AND ATTENDANCE:

Students are reached through all available channels of communication, from home visits through mass media, letters and posters. In addition, community agencies as well as present and former students provide referrals.

Attendance is promoted through formal registration every six weeks as well as roll-call in each class; other means are innovative instruction and high levels of interest on the part of the instructor regarding classroom activities. Experience has shown that short teaching units of four weeks or less, and use of feedback keep attendance at acceptable levels. In addition, children may accompany their parents to class and most supplies are provided except for food projects; students must pay for these costs.

MAJOR ACTIVITIES:

Educational activities through the project differ in relation to meeting the needs of a specific population. Basically, three groups are represented: 1) Native American, 2) Mexican American, and 3) Social Service referrals.

Native American Component

Examples of classes: Home Accessories
Nutrition - Meal Planning*
Wise Shopping
Canning and Food Preservation
Clothing Workshops - Sewing Knits, Children's Clothing
Basketry, Bead Work**
Creative Stitchery, Rugmaking, Quilting**

In the past, classes have been conducted in "Parenting" and "Understanding Children."

*A food class is taught specifically for the Native American Senior Citizen group in addition to a session on preventative health care. The video tape used was developed by FVTI and covers such health concerns as high blood pressure, glaucoma, diabetes, etc.

**Regarding basketry and creative stitchery, etc. Emphasis is on the cultural and economic aspects; i.e., exhibiting items constructed.

Mexican American Component

Examples of classes: Food Shopping
Basic Foods
Meal Planning
Home Accessories

Social Services

Examples of classes: Basic Family Foods
Purchase of Foods
Nutrition
Patio and Summer Cookery
Sewing Workshop
Home Accessories
Parenting

In cases where transportation was not available, consumer information classes were organized in students' homes.

Vietnamese

Examples of classes: Oriental and American Cookery
Consumer Information

Each summer a Pow-Wow is held at the Oneida Community Center at which many class projects are displayed. The Mexican American group exhibit their class projects at annual Spring and Fall Bazaars. These activities thus stress the economic as well as social aspects of culturally determined skills and the value of perpetuating such.

ANCILLARY SERVICES:

Although the educational emphasis of this project is principally to help students improve their surroundings and increase their cultural awareness and self-esteem, the classes have also served to introduce many persons to other Fox Valley Technical Institute programs. For example, students have enrolled in full-time Health Occupations, Food Services, Child Care and Interior Decoration programs.

Other educational happenings include a special course in car maintenance being offered due to interest expressed by students of a Parenting Course, and a short unit evening adult class on Oriental Cookery being taught by two Vietnamese class members.

As a result of an emphasis on health, students enrolled in classes at the Oneida Community Center were directly involved in planning the new Nursing Home Health Center for that community. Also, coordinated with class meetings once a week, three Doctors from surrounding communities donate their time to conduct a health screening clinic at Oneida.

EVALUATION:

In addition to standard state and district evaluation, students are asked to complete a questionnaire. The purpose of this being to improve the course and teaching effectiveness. Thus, most statements deal with the mechanics of the course though student attitudes are a part of it.

However, evaluation of the courses offered through the project follow other means. For example, exhibits, "show and tell" are held at an airport, schools and the Tribal Memorial Building. And T.V. has provided coverage of class projects.

Less formal means of evaluation include positive comments about the courses by students and some evidence of behavior change on the part of class members.

INDICATORS OF PROJECT EFFECTIVENESS:

The following statistics are regarded as resulting from the project's effect on individual class members:

- 4 former students are presently enrolled in FVTI Food Service full-time programs
- 1 former student is a Teacher's Aide
- 1 former student is a Home Health Aide
- 1 former student is a Senior Citizen Craft Director
- 1 former student is working in a Day Care Center
- 1 former student is employed part-time in Youth Service Bureau
- 1 former student is employed as Social Services Assistant
- 2 former students are employed as babysitter while others are employed outside the home
- 1 former student is teaching program crafts
- 1 former student is assisting Health Occupation instructor

Local case workers have attested to several parents spending more time with their children than prior to class attendance.

Attitude change toward education and classes was observed as students showed appreciation for classes regardless if held in recreation buildings, churches, memorial buildings, private homes, courthouses, community hospital, etc.

Improved management of family resources was evidenced in clothing classes through students' use of materials found at home.

Several students ceased paying large fees at exercise centers to use their limited funds for necessary family expenditures. The value of vitamins and other health related sales were questioned by class members as these occured in the community.

OF SPECIAL INTEREST:

As a class offering, "Parenting" was requested by the Social Services for their clients. The classes are comprised of total families: mothers and spouses as well as children. Fathers who are incarcerated under the provisions of the Huber Law are released to attend the Saturday classes held at FVTI. Children are cared for at the school's Day Care facilities by volunteers from the local Girl Scout troops. These well attended classes continue for an eight week time period.

SELECTED RESOURCE MATERIALS:

BOOKS

The Art of Crewel Embroidery. By Mildred Davis.

A New Look at Needlepoint. By Georgia French Devlin.

The Stitches of Creative Embroidery. By Jacqueline Enthoven.

PAMPHLETS

Backyard and Beyond. Wisconsin Dairy Council.

Sugar-Free Canning and Freezing. U.W. Extension, Ball Canning Co.

Use and Care of Your Pressure Canner. U.W. Extension.

Value Clarification. Howe, Kushichbaum, Indiana University.

Your Money's Worth in Foods. U.S.D.A. #183.

ADDITIONAL RESOURCES

Newsletters from the Embroiderers Guild of America.

DISTRICT: Gateway Vocational, Technical and Adult Education District
District Office
3520 30th Avenue
Kenosha, Wisconsin 53140
(414) 552-9600

DISTRICT DIRECTOR: Keith W. Stoehr

PROJECT TITLE: Teaching Aides - Homemaker Home Health Aide Program

PROJECT DIRECTOR: Charlotte Jaeger, Home Economics Coordinator

INSTRUCTOR: Jean Rizzo, Teacher-Director

PROJECT TITLE:

TEACHING AIDE - HOMEMAKER HOME HEALTH AIDE PROGRAM . . . . . . Educational programming in the area of consumer education, home management, and family relations for a number of multi-problemed, low-level disadvantaged families.

TARGET POPULATION(S):

The project focuses on a target population of low-level, multi-problemed, rural and urban disadvantaged families living in the Gateway Vocational, Technical and Adult Education District. Ethnicity includes, but is not limited to, American Indians, Turkish, Korean, Spanish and Black.

To receive educational service available through the project, family problems must be related to a lack of home and family living skills.

MAJOR OBJECTIVES:

Objectives of the "Teaching Aides - Homemaker Home Health Aide Program" are as stated:

1. To employ a full-time person to organize, direct, and also to function as a teaching aide in the project.
2. To engage teaching aides to go into disadvantaged homes and to teach on a one-to-one basis with the goal of improving the quality of family living within the problem home.
3. To provide meaningful in-service training for the teaching aides.
4. To experiment with approaches of teaching and motivating the low-level disadvantaged.
5. To involve the families in a basic group experience where feasible. This experience involves the teaching aides with whom the students have developed rapport.
6. To work with a large number of referral agencies who are in contact regularly with multi-problemed families needing the type of educational programming offered via this program.
7. To familiarize the disadvantaged families with community resources.

8. To promote inter-agency cooperation in solving problems.

CLASS SCHEDULING:

Educational programming within the realm of the project exists for both multi-problemed families and the staff of teaching aides. Families referred and accepted into the program are taught not only on a one-to-one basis in their home but are also instructed within a group setting as soon as they appear able to adapt.

Scheduling of home training depends on the needs of a particular family; these meetings range from once to three times a week. As positive family progress is observed, home training periods become less frequent until terminated, after which time occasional follow up visits are made over a one year period. Group sessions to reinforce home training are scheduled to meet twice a month, each for a two hour period.

Regular in-service meetings are held for the teaching aides; these sessions occur on a twice monthly basis and emphases have been on inter-agency awareness and cooperation as well as on discussion of progress and planning group sessions.

STAFFING:

The staff for the project is comprised of a Teacher-Director, teaching aides (currently six persons), and the Project Director.

Qualifications for the Teacher-Director position include experience in working with disadvantaged families, background and experience in basic management and family relation skills, as well as the ability to understand and work with multi-problemed families reached by the project. Some responsibilities of the position are as follows:

1. Know and work with community agencies.
2. Assist with inter-agency planning.
3. Promote inter-agency cooperation with problem solving for disadvantaged families.
4. Train teacher aides.
5. Assist teacher aides with training of disadvantaged families.
6. Conduct twice monthly in-service session for teacher aides.

Characteristics necessary to the teacher aide position include warm, understanding and non-judgemental personality, as well as a temperment and background related to helping multi-problemed disadvantaged persons with their household management and family relationship problems. Having overcome combinations of disadvantagement is considered a valuable asset. The teacher aide's major responsibility is to teach the multi-problemed families in areas of consumer education, home management and family relations, not only on a one-to-one basis but also in a group environment.

The Home Economics Coordinator of GVTAE District is the overall project director.

INTER-AGENCY COOPERATION:

Multi-agency involvement in the project is achieved in a variety of ways. First, the Homemaker Home Health Aide Service, Inc., supported through community funds via United Fund, participates in the following ways:

1. Provides a portion of the matching funds for Teaching Aide project.
2. Provides referrals to Teaching Aide project.
3. Provides an Advisory Board that reviews and evaluates the Teaching Aide project as a related community commitment.
4. Provides space, phone and secretarial service for the Teaching Aide project.

GVTAE District responsibilities regarding the project include:

1. Drafted Teaching Aide project.
2. Supervises Teaching Aide project.
3. Administers the project.
4. Provides needed educational training for teaching aides -- consultation, materials, instruction for aides if need is indicated (aides take part in on-going classes).
5. Facilities for special needs.

The following agencies provide Advisory Board members and serve as referral agencies:

Mental Health and Retardation
Head Start
Visiting Nurses Assoc.
WIN Project
Children's Services Society
Kenosha Medical Assoc.
Kenosha Memorial Hospital
Kenosha City Commission on Aging
Kenosha County University Extension Office
Kenosha Area Group Homes
Comprehensive Mental Health Board
Family Counseling
Alcoholic Council
St. Catherine's Hospital
Unified School District
Kenosha Health Department

Kenosha County Elementary Schools
Psychiatrists, Physicians
Individuals and relatives
Hospitals (2 local plus University Hospitals - Madison)
Latin American Center
Work Incentive Program
Juvenile Court System
Kenosha Dept. of Health and Social Services
Kenosha Family Counseling
Multiple Sclerosis Society
Catholic Social Services
United Migrant Opportunities Service
Probation and Parole Board
Developmental Disabilities Service Center

In addition to referring families to the program, agencies participate in teacher aide in-service sessions, family group meetings and by volunteering to sponsor meetings.

STUDENT RECRUITMENT AND ATTENDANCE:

Multi-problemed, disadvantaged families accepted into the educational program offered through the project are referrals from agencies within the district. Families are not accepted into the program or are terminated if their problems are found not related to home and family living skills.

Because a major part of the educational training occurs within families' homes, attendance poses no problem. Attendance at group classes is encouraged through:

1. "Each one bring one"
2. Active involvement in group sessions; e.g., discussion, simple take-home projects.
3. Participation in group projects; i.e., compilation of "Homemaker's Household Tips," "Ideas by Thrifty Homemakers."

MAJOR ACTIVITIES:

The major educational activities related to this project are the in-home and group sessions as follow:

1. In-home training begins with contacting the student on the part of the Teacher-Director and teaching aide to explain the function and procedures of the Teaching Aide program. The family problem areas are discussed in terms of help in solving these through the assistance of the teaching aide. A General Plan is developed which identifies the teaching goals for which the student needs direction and training; e.g., planning meals, nutrition, budgeting, child care, etc. These General Plan forms serve to clarify goals for both the teaching aide and students

as well as help to establish priorities for the learning experiences. It is revised regularly following subsequent visits by the aides.

2. Examples of topics for the twice monthly group sessions:
    - Making a Spool Table, Part I
    - Making a Spool Table, Part II
    - Talking to Your Children About Sex
    - Death and Dying
    - Let's Bake for Easter
    - Basic Home Decorating
    - Alcoholism
    - Family Nutrition and Weight Control

The teaching aides plan and conduct these group sessions, oftentimes utilizing GTI instructors and outside speakers. Basically, the combined effort of both the in-home training and group sessions is to bring about positive behavior changes regarding money management, family relationships, child care, nutrition, meal planning and preparation, and household cleaning and organization. Training in these areas has shown to help alleviate stress situations for multi-problemed families.

ANCILLARY SERVICES:

Families are referred to appropriate agencies when the need is apparent. If interest is shown, individuals are channeled into educational programs at GTI. Because the multi-problemed families enrolled in the program are always encouraged to help themselves, assistance in special types of problems is often provided to acquaint them with processes and procedures; e.g., sub-housing situations, etc.

In addition to twice monthly in-service for the teaching aides, additional educational functions have been attended for the purpose of keeping abreast with related issues:

1. State Homemaker Training In-Service sponsored by State of Wisconsin Division of Family Services.
2. Psychology of the Family series by Family Counseling Agency.
3. Workshops by University Extension.

EVALUATION:

In addition to state and district evaluation requirements, monthly evaluation forms are utilized for reporting to the various referring agencies. The purpose of these forms is to summarize the teaching aides' family contacts and to assess progress and/or identify problem areas. Case histories are kept for each family. And as previously mentioned, following termination, family follow-up visits are made over a one year period and families, at this time, are referred to other agencies for help in specific areas, if found to be necessary.

INDICATORS OF PROJECT EFFECTIVENESS:

A child was returned to his mother five months after teaching began. Visits were cut down to one per month plus group meetings after six months of teaching. Mother is now managing her own apartment and son very well.

A widowed, crippled father was taught to manage a home from his wheelchair as well as relate effectively to his children, after which (a total of four months) he was united permanently with them.

Mother learned not only meal planning, budgeting, and minor home repairs, but also improved the general environment of the home to the point that a sixteen year old son, on probation, was allowed to remain at home, adding further to stabilization of the family unit.

OF SPECIAL INTEREST:

The project personnel are increasingly involved in community functions and public relations. For example, the Teacher-Director serves on the Board of the Multiple Sclerosis Society and is actively involved in planning of such programs as Employment Readiness Workshop. Further public relations activities include the preparation of an informative skit regarding the project that is presented at various agency meetings.

SELECTED RESOURCE MATERIALS:

BOOKS

ABC's of Good Nutrition. Greenfield, Massachusetts: Channing L. Bete Co., Inc. 1976 Edition.

Baby and Child Care. By Dr. Benjamin Spock. New York, New York: Duell, Sloan and Pearce, Inc., 124 E. 30th Street.

The Games Children Play. By Dr. A. H. Chapman. New York, New York: Berkley Publishing Corp., 200 Madison Avenue, 10016. 1972.

How to be a Wise Consumer. By Angelica W. Cass. New York, New York: Oxford Book Company.

Living with Children. By Gerald R. Patterson and M. Elizabeth Guillion. Champaign, Illinois: Research Press, 2612 N. Mattis Avenue, 61820.

Physical Fitness and Your Heart. Greenfield, Massachusetts: Channing L. Bete Co., Inc. 1976 Edition.

The Psychology of Human Behavior, 3rd Edition. By Richard A. Kalish. Monterey, California: Brooks/Cole Publishing Co.

Teaching for Learning. By Louis E. Raths. Columbus, Ohio: Charles E. Merrill Publishing Co., A Bell and Howell Company.

What Everyone Should Know About Stress. Greenfield, Massachusetts: Channing L. Bete Co., Inc. 1976 Edition.

Why Your Child is Hyperactive. By Dr. Ben Feingold. Random House, 1974.

Your Attitude and You. Greenfield, Massachusetts: Channing L. Bete Co., Inc. 1976 Edition.

PAMPHLETS

Alcoholism
As a Family
Baby's Record Book
Exploring Environmental Choices
Facts You Should Know About V.D. - But Probably Don't
First Aid for the Family
Health and Safety
I Won't! I Won't!
Learn the ABC of Life Support
Looking for Health
Memo to Parents About Immunization
Metropolitan Life's Exercise Guide and Chart
Metropolitan Life's Four Steps to Weight Control
Mothers at Work
New Metropolitan Cook Book
Panic or Plan?
Personal Health Record
Sitting Safely
Stress and Your Health
Watching Your Child's Health
You and Your Health
Your Child's Safety
Your Health and Your Driving
Metropolitan Life Insurance Co., Health and Welfare Division, One Madison Avenue, New York, New York, 10010. Free.

An Adolescent in Your Home. Dept. of Health, Education and Welfare, Office of Child Development, Washington, D.C., 20201.

Children
Sanitation in Home Laundering
Your Child From 1-6
Your Child from 6-12
Superintendent of Documents, U.S. Government Printing Office, Washington, D.C., 20402.

Be Informed Leaflets on Mental Retardation by Maxine Phillips.
Part 1 - Mental Retardation - What is it?
Part 2 - Can You Prevent Mental Retardation?
Part 3 - Prevent Other Kinds of Mental Retardation
Part 4 - Looking for Retardation
Part 5 - When a Retarded Child Grows Up
Be Informed Leaflets on Wise Buying by Katie Baer.
Part 1 - Tips for Wise Buying
Part 2 - Buying Food
Part 3 - Buying Clothes
Part 4 - Buying Furniture
Part 5 - Buying Appliances
New Readers Press, Box 131, Syracuse, New York, 13210.

Daily Food Guide. Extension Home Economist, 714-52nd Street, Kenosha, Wisconsin, 53140.

Foods for Baby and Mealtime Psychology. Gerber Products Co., Fremont, Michigan, 49412.

Foods for School Girls and Boys. State Board of Health, Madison, Wisconsin.

Good Teeth for Your Children. Mead Johnson Laboratories, Evansville, Indiana.

Growing Up Poor. By Catherine S. Chilman, Ph.D. U.S. Dept. of Health, Education and Welfare, Welfare Administration, Division of Research, Washington, D.C., 20201.

Health in Wisconsin. Division of Health, Department of Health and Social Services, Box 309, Madison, Wisconsin.

Housekeeping Directions - A Simplified Guide. The Soap and Detergent Association, 485 Madison Ave., New York, New York, 10022. Both English and Spanish versions.

Low-Income Life Styles. U.S. Government Printing Office, U.S. Dept. of Health, Education and Welfare, Washington, D.C., 20402.

The Mentally Retarded Child. By Sidney W. Bijou. National Assoc. for Retarded Children, 420 Lexington Avenue, New York, New York, 10017.

Mother and Baby Care at Home. Ross Laboratories, Division of Abbott Laboratories, Columbus, Ohio, 43216.

Recipes. West Bend Co., West Bend, Wisconsin, 53095.

Recipes for Fun. By Ann Cole, Carolyn Naas, Elizabeth Heller, and Betty Weinberger. 464 Central Ave., Northfield, Illinois, 60093. Learning activities for young children.

Recovery. By Dr. Abraham A. Low. Recovery, Inc. Headquarters, 116 S. Michigan Ave., Chicago, Illinois, 60603.

Removing Stains from Fabrics.
Shopping with Food Stamps
What's in Your Food Bill?
Consumer Information Center, Pueblo, Colorado, 81009.

Smart Shopper. Smart Shopper, U.S. Dept. of Agriculture, PFP, Consumer and Marketing Service, Washington, D.C., 20520. C&MS 88-11.

Toward World Literacy. By Frank C. Laubach. New Readers Press - Division of Laubach, Literacy Action - Box 131, Syracuse, New York.

What Makes a Good Home. By Regina Chadwick and Viola Wilkinson. University of Wisconsin-Madison, Extension Service, College of Agriculture, Madison, Wisconsin, 53706.

Your Money's Worth in Foods. U.S. Dept. of Agriculture, Agricultural Research Service, Hyattsville, Maryland, 20782.

AUDIO VISUALS

Films, courtesy of Metropolitan Life Insurance Company. Free.
If These Were Your Children
Looking at Children
Mr. Finley's Feelings
One Day
Second Chance to Live
A Song of Arthur

ADDITIONAL RESOURCES

Films courtesy of Kenosha Unified School District #1. From the Instructional Materials Catalog. Free.

DISTRICT: Gateway Vocational, Technical and Adult Education District
District Office
3520 30th Avenue
Kenosha, Wisconsin 53140

DISTRICT DIRECTOR: Keith W. Stoehr

PROJECT TITLE: Consumer Education for the New Home Owner

PROJECT DIRECTOR: Charlotte Jaeger, Home Economics Coordinator

INSTRUCTORS: Kay Hromdka, Housing Consultant
Marge Smith, Teacher-Counselor
Amparo Gonzalez, Teacher-Counselor

PROJECT TITLE:

CONSUMER EDUCATION FOR THE NEW HOME OWNER . . . . Educational courses and individual counseling regarding the responsibilities of home ownership and other related aspects of consumer education.

TARGET POPULATION(S):

Persons, both rural and urban residents of Gateway Vocational, Technical and Adult Education District, who qualify for subsidized housing are educationally served through the project. Ethnicity includes, but is not limited to, Blacks and Spanish-speaking persons.

MAJOR OBJECTIVES:

The stated objectives of the project are as follows:

1. To employ a full-time counselor-project director (to be called a Housing Consultant) to organize and direct the project and to function as one of the counselor-teachers in the project.
2. To engage hourly people to make local contacts to determine need and to act as instructors and counselors at the rate of 40 hours per week. One of these hourly people should be Spanish-speaking.
3. To arrange group sessions that will provide needed subject matter information to the subsidized home owners and renters.
4. To arrange for local resource representatives to take part in these group sessions in order to provide information and to acquaint the disadvantaged families with local resources.
5. To promote inter-agency cooperation in solving problems.
6. To provide individual counseling to those families in need.
7. To provide for close cooperation and consultation with staff of the subsidizing source agency.

CLASS SCHEDULING:

Pre-construction classes are offered to each group of families (approximately five to ten) enrolled in the Self-Help Housing Program sponsored by Southwestern Wisconsin Housing Corporation; classes are flexibly scheduled to meet once a week for six or seven weeks. Individual family counseling is also available during and after completion of the home. Special workshops for groups of families are offered upon request or when a need surfaces.

In addition, programs related to housing issues and consumerism are offered for other community subsidizing agencies in series of four to eight once a week sessions or once a month workshops and also some individual housing and budget counseling. All group sessions for both owners and renters are arranged to take advantage of local area resource persons.

STAFFING:

As part of the staff, the full-time Housing Consultant, a home economist, works closely with the subsidizing source agency in organizing and recruiting families, setting up classes and resource people, teaching and providing individual counseling. This person is responsible for organizing and directing the hourly teacher-counselors in the project's total activity.

Two hourly teacher-counselors are employed to make local contacts, teach, counsel, and recruit as directed by the Consultant. Since a large percentage of the population served are Spanish-speaking, one of these persons is bi-lingual. The mission of the teacher-counselors is to work with families on a very basic level to help them understand and solve financial and personal problems that are affecting their home ownership status.

Criteria to select people for employment in this project includes dedication to assisting families in a responsive, warm and friendly manner. Some background and/or experience with consumer education, counseling and social work is desired.

The GVTAE District Home Economics Coordinator is the overall coordinator of the project.

INTER-AGENCY COOPERATION:

Involvement with community agencies and resources is extensive and includes referrals as well as assistance in matters related to the project's efforts. Some of these are:

- University of Wisconsin Extension Services
- Farmers Home Admin.
- *Area Home Economist* Groups
- Walworth County Inter-Agency Group
- Human Resource Centers
- Community Action Program
- Visiting Nurse Assoc.
- Job Service
- Work Incentive Program
- *Legal Aid*
- Social Services
- VISTA
- Urban League
- Housing Authority
- Women's Coalition

Local resource persons include: lawyers, utilities, Personal Budget Service, Town officials, building inspectors, supply and service establishments (lumberyards, carpet dealers, paint stores, insurance companies, etc.).

STUDENT RECRUITMENT AND ATTENDANCE:

A family enrolled in the SEWHC Self-Help program must complete the Consumer Education class series, a component of this project, before construction of their home. This policy insures five to ten families which comprise a Self-Help group, as students for each class series as well as a ready source of individuals for housing related counseling.

In some cases, classes and workshops for referrals of community agencies serve as a screening device for applications to subsidized housing programs, both rental and ownership. Class participants, most generally, stand a greater chance of being accepted into these programs.

Special workshops are sponsored for Self-Help families when needs surface; e.g., landscaping, income taxes, and furniture restoration. Attendance is generated through offering these topics when the family situation dictates and enthusiasm is high.

MAJOR ACTIVITIES:

The activities related to the SEWHC Self-Help program as initiated through this project consists of a four-phase program to prepare and help families in their new home ownership role.

The following information is taken directly from the Self-Help Housing Manual (see Selected Resource Materials).

These phases are:

I. PRE-CONSTRUCTION CLASSES

Classes are held before the families begin building to prepare them for their new responsibilities and help them understand the process they will be going through. Some of the subjects covered include:

- Homeowners Insurance
- Interior Decoration
- Home Maintenance
- Understanding FmHa Evaluations
- Banking Services, etc.
- Taxes
- Landscaping
- Budgeting
- Painting Tips
- Purchasing Appliances

The class topics are enhanced as often as possible with outside speakers to familiarize the families with available community resources. The use of audio-visuals is made as often as they are available and several reference handouts are provided for the families throughout the class series. The topics and resources change for the different needs and requests of each group. SEWHC requires attendance at these meetings. Information essential to the building program is given at each session. If a family misses a class they are asked to make it up or come in for a special interview with the Housing Consultant.

II. HOUSING RELATED FOLLOW-UP

Follow-up centers on helping families complete the loan evaluation forms, working out misunderstandings in billing interpretations and property tax problems, and sometimes referring the problems to the proper agency. For the length of time the family is on interest credit they will be asked by FmHA to complete biannual forms to renew the need of interest assistance by FmHA. The Housing Consultant will be available to answer questions about these forms and assist in their completion.

III. DELINQUENCY FOLLOW-UP

Each month the delinquency list is followed up by someone from SEWHC and the services of Gateway educational program are explained. If the family in question desires help, budget counseling is provided.

IV. COMMUNITY ACCEPTANCE FOR SELF-HELP HOUSING

Interior and exterior appearance is crucial to the success of the Self-Help program. A clean and well-maintained home is a stipulation of the terms of the FmHA mortgage and also the neighborhoods and communities Self-Help groups build in. Areas for gaining competence in this aspect are highlighted in class sessions and if the demand and interest for further competence in one particular area is brought to SEWHC's attention, efforts will be made to set up a special class to meet those needs. Examples of previous requests to SEWHC include landscaping, drapery-making, and furniture restoring including reupholstery. The classes and workshops are offered free of charge to members of Self-Help groups and are set up when enough people indicate they are interested and will attend. SEWHC encouraged obtaining those skills so you can enjoy the ultimate of self-satisfaction and pride in owning and showing off your new home.

Housing education for referrals of community agencies and subsidized housing programs includes information from the Handbook for Renters compiled by a staff member:

- Apartment Selection
- Leases
- Security Deposits
- Discrimination
- Community Resources
- Apartment Inspection
- Grievance
- Giving Notice
- Eviction
- Safety and Security

ANCILLARY SERVICES:

The Housing Education Services staff often serve as consultants to community service agencies; e.g., agencies call for assistance in renter issues. Further, the staff has acted as liason between tenants and landlord as well as provided technical assistance to realtors; i.e., information regarding problems which families have or have been known to have. Budget counseling is also provided upon request as part of the project's services. In addition, participants are referred by staff to appropriate community agencies and resources as needs dictate.

EVALUATION:

Evaluation regarding the project is stated in terms of the following:

- Prevention of mortgage foreclosures.
- Development of viable means of anticipating and handling property tax.
- Visible signs of improvement of living standard.
- Visible signs of improved home and grounds appearance.
- Feedback from subsidizing source agencies. To include evaluation of money management plans of participating home owners.

In addition to state and district yearly evaluation requirements, staff provides weekly reports to the GTI Home Economics Coordinator and Community Services as a means to keep informed. Data are kept on each Self-Help family served through the project. Records of contacts are tallied on a weekly basis.

Students are asked to respond in terms of helpfulness to each of the designated class topics. This information is then used to plan future classes. Interest in additional topics is requested as well as comments related to suggestions for course improvement and overall effectiveness of the course.

INDICATORS OF PROJECT EFFECTIVENESS:

Through the participation in classes, several families discovered that the responsibilities of home ownership were not appropriate for them at this time.

Others were able to use the information given in workshops to make a better apartment selection.

Several individuals were able to get their security deposits refunded at the end of their tenancy.

Assistance with budgeting to cope with financial pressures freed a family to deal successfully with its other problems.

Budgeting assistance and/or referral improved several families' mortgage and tax records, therefore preventing mortgage foreclosure.

Not one delinquency has been recorded for a period of a year.

Considerably more informed decisions were made in purchasing things for the home. Examples: insurance, appliances, carpeting, paint, etc.

By learning proper maintenance techniques and procedures, individuals reduce repair costs and lengthen the useful life of their home and its furnishings.

Providing training in skills such as furniture restoration including reupholstery saved several families money and taught them principles of good furniture construction for future purchases and projects.

OF SPECIAL INTEREST:

Consumer education classes, as part of the project, stress local resources, involvement with local government, and responsible citizenship. These classes also promote better understanding among members of the Self-Help group which then extends to the rest of the community. The finished appearance of Self-Help homes is greatly improved through these classes which contribute to a family's self-esteem and pride in their community. As a result of the overall improved housing appearance, both interior and exterior, the community has a more positive and supportive attitude towards subsidized housing programs as a whole.

SELECTED RESOURCE MATERIALS:

BOOKS

Consumer Credit. By Fetterman and Jordan. Peoria, Illinois: Chas. A. Bennett Co., Inc., 1976.

Consumer Housing. By Pauline G. Garrett. Peoria, Illinois: Chas A. Bennett Co., Inc., 1972.

Decorating Book. Better Homes and Gardens. Des Moines, Iowa: Meredith Corp., 1975.

Everything Tenants Need to Know to Get Their Money's Worth. By Ruth Rejnis. New York: McKay, 1974.

Furniture Upholstery and Repair. By James B. Johnstone. Menlo Park, California: Lane Books, 1975.

The Home, Its Furnishings and Equipment. By Mortin, Geuther, Guthrie. New York: Webster Division, McGraw-Hill Book Co., 1970.

Household Equipment. By Peet, Pickett, Arnold, Wolf. New York: John Wiley and Sons, Inc., 1970.

Inside Today's Home. By Faulkner and Faulkner. New York: Holt, Rinehart and Winston, 1975.

Lawns and Landscaping. By T. H. Everett. New York: Grosset and Dunlap, 1975.

The Tenant Survival Book. By Emily Jane Goodman. New York: The Bobbs-Merrill Co., Inc., 1972.

PAMPHLETS

Complete Do-it-Yourself Manual
Complete Guide to Sewing
The Reader's Digest Association, Inc., Pleasantville, New York, 1976.

Consumer Reports. Consumers Union of the United States, Inc., Mount Vernon, New York, 1976.

Family Housing Handbook. Midwest Plan Service. Iowa State University, Ames, Iowa, 1974.

Handbook for the Home. U.S.D.A. 1973 Yearbook of Agriculture, U.S. Govt. Printing Office, Washington, D.C., 1973.

Handbook for Renters. By Marge A. Smith, Gateway Technical Institute Housing Education Service, Gateway Technical Institute, Kenosha, Wisconsin, 1976.

Home Buyer's Information Kit. Dept. of Housing and Urban Development, Washington, D.C., 1976.

Home Decorating Guide. The Family Circle, Inc., 488 Madison Avenue, New York, New York, 10022, 1973.

How to Buy a House. 1976.
Maintaining Your Home. 1972.
Better Housing League, Cincinnati, Ohio.

Ideas for Landscaping. Editors of Sunset Books and Sunset Magazine. Lane Books, Menlo Park, California, 1975.

Landscaping For Your Home. By William R. Nelson, Jr. University of Illinois, Urbana, Illinois, 1975.

Outdoor Living, Planning and Construction Guide. Midwest Plan Service. Iowa State University, Ames, Iowa, 1968.

Pre-Construction Handbook Volume III SHE H-6300 Home Ownership Training. Resource Material - Consumer Education SHEI-6902 through SHEI-6919. Visalia, California, 1974.

Self-Help Housing Handbook. Rural Housing Alliance, Washington, D.C., 1976.

Self-Help Housing Manual. By Kay Hromadka, Gateway Technical Institute Housing Education Service and Southeastern Wisconsin Housing Corp. Wisconsin Dept. of Local Affairs and Development, Madison, Wisconsin, 1976.

Tenants' Rights in Wisconsin. Madison Tenant Union, Madison, Wisconsin, 1977.

This Way to a Better Home. Consumer Services Division, Baltimore Urban League. The Soap and Detergent Association, New York, New York, 1972.

Wisconsin Real Estate Law. State of Wisconsin Real Estate Examining Board, Madison, Wisconsin, 1976.

ADDITIONAL RESOURCES

American Plywood Assoc., 1119 A Street, Tacoma, Washington, 98401.

Apartment Life. Meredith Corp., 1716 Locust St., Des Moines, Iowa, 50336.

Association of Home Appliance Manufacturers, 20 N. Wacker Dr., Chicago, Illinois, 60606.

Better Homes and Gardens. Meredith Corp., 1716 Locust St., Des Moines, Iowa, 50336.

Better Housing League of Greater Cincinnati, 2400 Reading Rd., Cincinnati, Ohio, 45202.

Consumer Education Center, Johnson Wax, Golden Rondelle, 1525 Howe St., Racine, Wisconsin, 53403.

Consumer Information Center, Pueblo, Colorado, 81009.

Sears Information Services, Sears, Roebuck and Co., Dept. 703 - Public Relations, Chicago, Illinois, 60611.

Family Circle. Family Circle, Inc., 488 Madison Ave., New York, New York, 10022.

Farmers Home Administration, P.O. Box 639, Stevens Point, Wisconsin, 54481.

Home Economics Dept., The Maytag Company, Newton, Iowa, 50208.

Housing and Development Reporter, U.S. Bureau of National Affairs, Inc., 1231 25th St., N.W., Washington, D.C., 20037.

Housing Educators Journal, American Assoc. of Housing Educators, AAHE Headquarters Secretary, Dept. of Family Economics, Justin Hall, Kansas State University, Manhattan, Kansas, 66506.

HUD, Washington, D.C., 20410.

HUD, Milwaukee Area Office, 744 N. 4th St., Milwaukee, Wisconsin, 53203.

Journal of Home Economics, American Assoc. of Home Economics, 2010 Massachusetts Ave., N.W., Washington, D.C., 20036.

Madison Tenants Union, 306 N. Brooks St., Madison, Wisconsin, 53715.

Metropolitan Housing Center, 1000 S. 16th St., Milwaukee, Wisconsin, 53201.

Milwaukee Journal, 333 W. State St., Milwaukee, Wisconsin, 53201.

National Assoc. of Home Builders, National Housing Center, 15th and M Streets, N.W., Washington, D.C., 20005.

National Rural Housing Coalition, 1346 Connecticut Ave., N.W., Washington, D.C., 20036.

National Urban League, Housing Division, 500 E. 62nd St., New York, New York, 10021.

Personal Budget Service, Inc., 262 W. Broadway, Waukesha, Wisconsin, 53186.

Porcelain Enamel Institute, Inc., 1911 N. Fort Hyer Dr., Rosslyn, Arlington, Virginia, 22209.

Proctor and Gamble Educational Services, P.O. Box 14009, Cincinnati, Ohio, 45214.

Rural Housing Alliance, 1346 Connecticut Ave., N.W., Washington, D.C., 20036.

Self-Help Enterprises, 220 S. Bridge St., Visalia, California, 93277.

Small Homes Council, Building Research Council, University of Illinois, One East St. Mary's Road, Champaign, Illinois, 61820.

Texas Tips and Topics in Home Economics, Texas Tech University, College of Home Economics, Box 4170, Lubbock, Texas, 79409.

The Soap and Detergent Assoc., Consumer Information Service, 475 Park Ave., South at 32nd St., New York, New York, 10016.

University of Wisconsin-Madison, Dept. of Agricultural Engineering, 460 Henry Mall, Madison, Wisconsin, 53706.

University of Wisconsin-Madison, School of Family Resources and Consumer Sciences, 141 Home Economics, Madison, Wisconsin, 53706.

U. S. Consumer Product Safety Commission, Washington, D.C., 20207.

Veterans' Administration, Federal Regional Office, 342 N. Water St., Milwaukee, Wisconsin, 53202.

What's New in Home Economics, North American Bldg., 401 N. Broad St., Philadelphia, Pennsylvania, 19108.

Wisconsin Dept. of Revenue, Bureau of Local Fiscal Information, 201 East Washington Ave., Madison, Wisconsin, 53702.

Wisconsin Real Estate Examining Board, 1400 East Washington Ave., Madison, Wisconsin, 53702.

Wisconsin Taxpayers Alliance, 335 W. Wilson St., Madison, Wisconsin, 53703.

Woman's Day, Fawcett Publications, Fawcett Place, Greenwich, Connecticut, 10036.

Community Resources: Contacts which members of the project staff made and found helpful are listed:

Banks and Savings and Loan Associations
Community Action Program
District Attorney
Legal Aid
Legislators (State and Federal)
Library
Local Board of Realtors
Local Businessmen
Local Government Officials
Local Housing Authority
Police and Fire Departments
Senior Citizen Groups
Social Services
Spanish Center
United Migrant Opportunity Center
United Way
University Extension Office
Urban League
Utility Companies

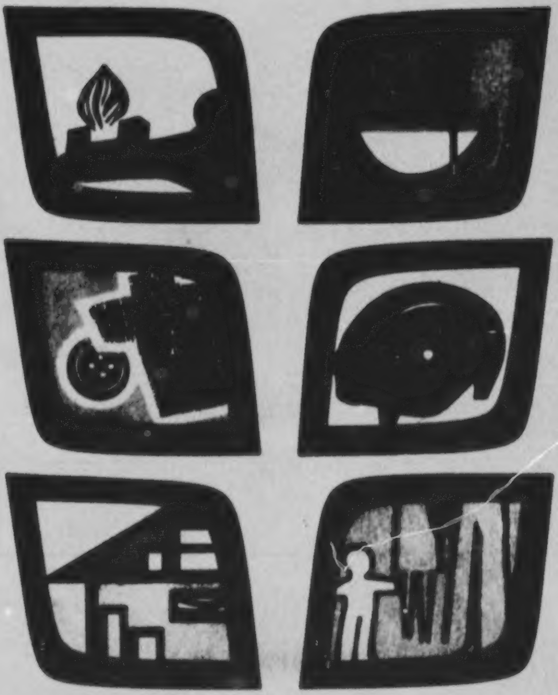
DISTRICT: Gateway Vocational, Technical and Adult Education District
District Office
3520 30th Avenue
Kenosha, Wisconsin 53140
(414) 552-9600

DISTRICT DIRECTOR: Keith W. Stoehr

PROJECT TITLE: Consumer Education Radio and Community Contacts

PROJECT DIRECTOR: Charlotte Jaeger, Home Economics Coordinator

INSTRUCTOR: Pat Suschil



PROJECT TITLE:

CONSUMER EDUCATION RADIO AND COMMUNITY CONTACTS . . . . Radio delivery system of consumer information with emphases on rights and responsibilities, includes presentations to community groups.

TARGET POPULATION(S):

The rural and urban populations served are radio listeners residing within the Gateway Vocational, Technical and Adult Education District. The radio programs presented through this project are focused toward the general disadvantaged population. Though it is not possible to sort out specific disadvantaged populations reached, it is apparent that both men and women are generally aware of the programs, they do listen, and they contact GTI for further information.

Of persons reached through group presentations, the majority are definitely disadvantaged and are thus categorized: unemployed, low-income, senior citizens, mentally and physically handicapped and educationally disadvantaged.

MAJOR OBJECTIVES:

Objectives of the project are in terms of staff responsibilities, as follows:

Full-time person:

1. Prepare three different five minute tapes per week to be aired twice on each of 10 radio stations (5 AM and 5 FM). These programs are to feature consumer rights and responsibilities.
2. To prepare and air over WGTD (Gateway Radio Station) twice monthly a half-hour interview program featuring specialists from the community. The program is to involve phoned-in questions from listeners.
3. To continue contacts with community groups to provide Consumer Education information.

Hourly instructors:

1. To prepare five minute programs to be aired on WGTD (Gateway Radio Station) on a daily basis. This program series is entitled "Consumer Tips for Modern Home and

Family Living," and features Home Economics subject matter related to Consumer information (food buying, appliance usage, textile information, money management, housing, etc.).

CLASS SCHEDULING:

The consumer education programs developed through the project are aired on a total of ten radio stations (AM and FM) located in the GVTAE District. More specifically, the "Gateway to Consumerism" segment involves three different programs per week, each five minutes in length and aired twice by the ten radio stations for a total of sixty airings per week.

"Consumer Tips for Modern Home and Family Living" represents two types of programming; first, a thirty minute bi-monthly program, and secondly, a five minute daily program. Both of these are aired on WGTD of the Gateway Kenosha Campus.

Presentations for various groups within the community regarding Consumer Education information are scheduled as requested.

STAFFING:

The project staff is comprised of one full-time person having a background in consumer education and family financial management with an aptitude for radio work as well as home economics instructors employed on an hourly basis as needed. The GVTAE District Home Economics Coordinator is the overall director of the project.

INTER-AGENCY COOPERATION:

Agencies within the GVTAE District are contacted regarding the availability of consumer education presentations. Some of these agencies which have responded are:

1. Racine Community Action Program
2. Public School Systems
3. Family Services of Racine
4. Various Church groups
5. Senior Citizens
6. GTI Service Clubs

STUDENT RECRUITMENT AND ATTENDANCE:

As previously indicated, community agencies and institutions are contacted about the availability of group presentations which focus on consumer education. These programs are then requested by the community agencies, etc. for a given group. Projections estimate that the number of persons reached through 60 to 80 presentations would be approximately 1,200 to 1,000

Regarding the radio broadcasts, these programs seem to be reaching the disadvantaged on what is to them an acceptable basis. Individual contacts resulting from radio program call-ins appear to support this premise.

MAJOR ACTIVITIES:

Emphases within the confines of the project include the following major activities:

1. Contact, arrange, and negotiate the purchase of air time with AM and FM radio stations within the GTVAE District.
2. Research and develop consumer education information.
3. Prepare and tape* three different five minute "Gateway to Consumerism" programs each week.
4. Prepare and tape* two thirty minute interview programs per month as well as five minute daily programs, both entitled "Consumer Tips for Modern Home and Family Living."
5. Distribute and collect tapes on a weekly basis in addition to maintaining a file of scripts and tapes. A file of radio programs and cassette tapes is also maintained in the Gateway sponsored Adult Learning Centers.
6. Contact, schedule, and present consumer education information to community groups.

*Radio tapes are produced in the T.V. studio or WGTD of the Gateway Kenosha Campus.

Examples of "Gateway to Consumerism" programs prepared and aired on a weekly basis:

Week of Oct. 11-16, 1976:	Getting a Credit Record Credit Bureaus Do's and Don'ts of Credit
Week of Oct. 18-23, 1976:	Door-to-Door Sales...1 Door-to-Door Sales...2 Door-to-Door Sales...3

Week of Nov. 1-6, 1976:	Cutting Christmas Costs...1 Cutting Christmas Costs...2 Car Repairs
Week of Nov. 29- Dec. 4, 1976:	How to Complain...1 How to Complain...2 Choosing a Dentist
Week of Mar. 21-26, 1977:	Preparing for Widowhood...1 Preparing for Widowhood...2 Credit Bureaus
Week of April 11-16, 1977:	Magnuson-Moss Warranty Act...1 Magnuson-Moss Warranty Act...2 Magnuson-Moss Warranty Act...3

ANCILLARY SERVICES:

As an added service, call-in requests for consumer education information and assistance on an individual level are responded to by project personnel. And in terms of the Gateway Vocational, Technical and Adult Education District, this project not only serves as a worthwhile educational program but also as an excellent means of public relations and goodwill.

EVALUATION:

Formal evaluation of the project relates to state and district requirements. On an informal basis, listening audiences indicate they have greater awareness of and interest in consumer information after hearing a program or presentation. Further, many persons return for help or information regarding personal consumer problems.

INDICATORS OF PROJECT EFFECTIVENESS:

The following are some indicators of community interest and reactions to the consumer education radio program and group presentations:

"I hear you everyday."
"I never miss a program."
Ability of listeners to recall what they heard.
Willingness of merchants to provide information for programs and their positive reactions to presentations on the consumer viewpoint.

OF SPECIAL INTEREST:

As reported in the Project Evaluation Report:

> "The project's strength is that it is aired at the same time each day on the stations that people listen to locally--it doesn't require special 'timing and tuning.' It 'happens' in shopping centers, in laundromats, in dentists' offices, in factories and at home! The program uses simple language to present basic information on subjects within a consumer's interest."

SELECTED RESOURCE MATERIALS:

As written by the instructor: Because consumer affairs is such a wide-ranging and constantly changing field, one of the best sources for current information is the daily newspaper. In addition, the magazines and newsletters listed below are essential for keeping up-to-date on legislation and issues. The general consumer education books listed below are referred to continually when preparing radio programs and presentations. Libraries are always checked for books on specific subject areas.

BOOKS

Buy it Right! An Introduction to Consumerism. By Jean Ende and Clifford Earl. E. P. Dutton and Co., 1974.

Consumer Education in Practice. By Elsie Fetterman and Charles Kalmkin. John Wiley and Sons, 1976.

The Consumer's World: Buying, Money Management and Issues. By E. T. Garman and S. W. Eckert. McGraw-Hill Book Co., 1975.

Economics for Consumers. By Leland Gordon and Stewart Lee. D. Van Nostrand Co., 1977.

Reference Guide for Consumer. By Nina David. R. R. Bowker Co., 1975.

What Everyone Needs to Know About Law. U. S. News and World Report Books, 1973.

PAMPHLETS

Consumer Survival Kit publications. Booklets containing information used in preparing the Consumer Survival Kit television program aired over Public Broadcasting Service Network. Published by Maryland Center for Public Broadcasting. $1.00/kit.

Money Management Institute Library. Set of 12 booklets covering personal and family finance. Published by the Money Management Institute, Household Finance Corp. $3.00/12 booklet series.

PERIODICALS

ACCI Newsletter. American Council on Consumer Interests, September-May. $15.00/year.

Changing Times. The Kiplinger Washington Editors, Inc. Monthly, $9.00/year.

Consumer News. Office of Consumer Affairs, Health, Education and Welfare Dept., twice monthly, $4.00/year.

Consumer Newsweekly. Consumer News, Inc., weekly, $15.00/year.

Consumer Protection Report. Office of Consumer Protection, Wisconsin Dept. of Justice, monthly, free.

Consumer Reports. Consumers Union, monthly, $11.00/year.

Consumer Trade News. Wisconsin Dept. of Agriculture, monthly, free.

Consumers in Action. Center for Consumer Affairs, University of Wisconsin-Extension, monthly, free to Wisconsin consumers.

Consumers' Research. Consumers' Research, Inc., monthly, $9.00/year.

Everybody's Money. Credit Union National Association, quarterly, $1.00/year.

Family Economics Review. U. S. Dept. of Agriculture, quarterly, free.

FDA Consumer. U. S. Food and Drug Administration, monthly, $8.55/year.

FTC News Summary. Federal Trade Commission, weekly, free.

Money. Time, Inc., monthly, $12.00/year.

ADDITIONAL RESOURCES:

Consumer Information. A quarterly catalog of federal publications of consumer interest. Most publications are free or very low cost. Available from: Consumer Information Center, Pueblo, Colorado, 81009.

DISTRICT: Lakeshore Vocational, Technical and Adult Education District
1290 North Avenue
Cleveland, Wisconsin 53015
(414) 693-8211

DISTRICT DIRECTOR: Frederick K. Nierode

PROJECT TITLE: Family Centered Resources

PROJECT DIRECTOR: Edith Borden, Federal Project Coordinator, Family Centered Resources

PROJECT TITLE:

FAMILY CENTERED RESOURCES . . . .
Educational activities, based on families and family life of which parenting, consumer education, and personhood are major emphases.

TARGET POPULATION(S):

"Family Centered Resources" is designed to assist rural and urban persons within the Lakeshore Vocational, Technical and Adult Education District. This program attempts to meet the special needs of the disadvantaged/handicapped population. Some of these are: unwed mothers, single parent families, UMOS families, AFDC families, women in general, physically handicapped, emotionally disturbed, and educable mentally retarded.

MAJOR OBJECTIVES:

The project intends to serve the special educational needs of disadvantaged persons through the following objectives:

1. Provide resource personnel and materials to students, potential students, full-time and part-time staff.
2. Provide resource personnel and materials to agencies, volunteer, civic, senior citizens, and church groups who wish to attack family problems through educational means.
3. Provide effective meetings, classes, seminars, workshops to meet the special needs of disadvantaged/handicapped. Some are: unwed mothers, single parent families, UMOS families, Head Start families, Project SEND families, physically handicapped, emotionally disturbed, mentally retarded-educables, drug addicts, alcoholics, area residents new to country; i.e., Vietnamese.
4. Provide effective meetings, classes, seminars, workshops to meet the special needs of women.
5. Promote district-wide cooperation between family strengthening (which includes consumer) agencies.
6. Promote articulation for family life education development within schools, institutions and community groups in the district.
7. Form advisory committees as needed.

CLASS SCHEDULING:

The project's educational activities, as dictated by content, are mostly in the form of one day workshops/seminars, and weekly, one hour home visits. Workshop/seminar topics are determined by current issues in the areas of self-development (personhood), parenting and family life, and consumerism. Topics chosen for workshop/seminars are scheduled for presentation according to convenience for prospective participants, availability of resource persons, and upon request from community organizations. Weekly one hour home visits for the "Touch Home" segment of the project are based on issues of "parenting" for persons referred to the program by Social Service agencies or other means of advertising. "Touch Home" series covers a ten week period for eight to ten individual families for each home visitor.

STAFFING:

The "Touch Home" program is staffed by para-professionals who relate well to adults as well as children, in terms of the disadvantaged and handicapped. A non-threatening personality is an invaluable asset for persons directing educational activities within the homes of enrollees.

Workshops/seminars are staffed by individuals who have both knowledge and expertise within a given topic area. The district Home Economics Coordinator organizes and directs all activities and procedures associated with the project, in addition to maintaining articulation with community agencies and organizations for which the project provides or may provide service.

INTER-AGENCY COOPERATION:

Community agencies and organizations served through "Family Centered Resources" include Social Service Departments (city and county) Visiting Nurses Association, Family Services (affiliated with city United Fund), Adult Learning Center, UMOS, Senior Citizens, and County Extension. The agencies and organizations provide referrals to the project's programs as well as request topics for presentation.

STUDENT RECRUITMENT AND ATTENDANCE:

Recruitng participants for the educational programs offered through the project is accomplished through the following ways:

1. Referrals from agencies
2. Newspaper advertisements
3. Mailing of fliers
4. Speaking to community groups

Names of attenders from earlier programs make up contact lists for future programs. Mailing lists are also obtained from the public school system, churches, and service clubs and organizations as well as city and county agencies.

The Home Economics Coordinator serves as a guest speaker for requests related to family life and women's concerns. Study groups are often formed as a result of presentations on child development. Attendees' needs and interests are surveyed and future programs are based on the findings. The Coordinator is also a member of the advisory committee for the public school Teen-Age Parent Plan in Sheboygan; this serves as additional visibility for the "Family Life Resources" project. Articulation between the Coordinator and the Social Service staff provides opportunities to promote the project and make suggestions for times and topics of future programs.

Workshops/seminars are well attended regardless if scheduled for one day or in a series. The "Touch Home" segment of the project is conducted in each enrollee's home and therefore poses no attendance problem.

MAJOR ACTIVITIES:

"Family Centered Resources" is comprised mainly of three areas of educational concern: First, the "Touch Home" emphasis is a home-based parent/child experience. The goal is to build upon family strengths and assist parents as the first and most important educators of their children. "Touch Home" focuses on parents of infants to three year old children. This series of educational experiences assists parents in guiding the cognitive, social, emotional, and physical development of their children. A home visitor provides the link between Lakeshore Technical Institute and the home. The home visitor is a paraprofessional from the community, and visits eight to ten families on a weekly basis, bringing materials and ideas into the homes. Parents meet occasionally as a committee to advise on the program. Major objectives of "Touch Home" are:

1. To help strengthen in parents their capacity for facilitating the general development of their own children.
2. To involve parents directly in the education of their own children.

3. To provide parent education to parents and young children for whom group class is not possible or desired.

Participants have either responded to newspaper advertising or have been referred by a Social Service agency. Parent education workshops are also part of the "Touch Home" program and provide educational offerings concerned with current issues in parenting; workshops are usually scheduled for one day.

"Consumer Challenge" provides educational activities concerned with clothing selection and care, clothing problem solving, menu planning, nutritional information, shopping and price comparisons, basic budgeting, buying services and goods, household furnishings and maintenance ideas, household metrics, and consumer rights. This program offers individualized instruction in consumer education as well as special topics presented to groups and organizations as requested. Individualized instruction is provided by a home economist who visits enrolled homemakers on a weekly basis for five or ten weeks. Tapes, slides, and individualized instructional packets are discussed and left in the home on a loan basis. "Consumer Challenge" goals:

1. To reinforce the value of the homemaker role in society.
2. To strengthen the homemaker's home and family management abilities.
3. To provide consumer education to individuals for whom group classes are not possible or desired.

Personhood, as viewed in terms of the project, encompasses three general objectives:

1. Awareness for women
2. Career information
3. Reinforcement of the homemaker role

In subject matter, these include personal growth and assessment, inter-relation and communication with others, career awareness, dual-role skills, and changing role expectations. A two day film festival based on "Roles of Women" was successfully programmed as well as workshops based on "Affirmative Action" and "Introduction to Non-Traditional Careers (both men and women)." Other topics include "Personal Development: Who am I?," and "Career Tracking: Professional Value Clarification."

ANCILLARY SERVICES:

Regarding the "Touch Home" program, the home visitor, after completion of the ten week series, makes once a month follow-up visits for as long as deemed necessary. At this time the home visitor introduces newly acquired educational materials and seeks information as to the functioning level of the family. Though the intent of the "Touch Home" program is not to act as a monitoring agent for the Social Services, important feed-back is provided to agencies to assist the staff in their work with these clients. If an enrollee is not a Social Service client and family problems surface, the home visitor encourages use of community agencies; e.g., Mental Health Center.

An additional feature of the project is free of charge child care for children (6 months to 6 years) of workshop/seminar attendees. Regardless of which program emphases, project staff is instrumental in assisting individuals in obtaining their GED, etc., and encourages and reinforces the idea of further school. Many resources and services of the Lakeshore Technical Institute are also utilized.

EVALUATION:

Evaluation strategies differ according to the program within the project as a whole. Regarding the "Touch Home" program, an evaluation based on helpfulness of home visits is administered to enrollees at the end of five weeks. Feedback provides information to more effectively individualize the educational program. Evaluation of workshops/seminars is through attendees' perceived meaningfulness of the program. Suggestions are also requested for future workshop topics and educational experiences.

INDICATORS OF PROJECT EFFECTIVENESS:

Some attendees of classes for unwed mothers are now full-time students at Lakeshore Technical Institute.

A parent expressed better understanding of her child resulting from attendance at a Parent Education Workshop consisting of films and group discussion activities.

OF SPECIAL INTEREST:

"Family Life Skill Development for Disadvantaged Teenagers and Their Parents" is another component of the total project but not presently active. The course description reads as follows:

> The course, planned to help teenagers and parents who feel present family units and home situations are not satisfactory to themselves, is designed to explore the personal feelings of existing home

situations and through value processes achieve more workable personal relationships while reconstructing (or salvaging) the family unit and achieve easier day to day living.

SELECTED RESOURCE MATERIALS:

BOOKS

Baby Learning Through Baby Play. By Ira Gordon. New York, New York: St. Martin's Press.

The Consumer in the American Economy, Personal and Family Finances, 5th Ed. By Arch W. Troelstrup. New York, New York: McGraw-Hill Book Co., 1974.

An Introduction to Consumer Behavior. By James A. McNeal. New York, New York: John Wiley and Sons, 1973.

The New Assertive Woman. By Lynn Bloom, Karen Coburn and Joan Peerlmn. New York, New York: Delacorte Press, 1975.

Peoplemaking. By Virginia Satir. Palo Alto, California: Science and Behavior Books, 1972.

Recipes for Fun: Learning Activities for Young Children. By Ann Cole. Northfield, Illinois: Par Project, 1970.

Sylvia Porter's Money Book: How to Earn it, Spend it, Save it, Invest it, Borrow it, and Use it to Better Your Life. By Sylvia Field Porter. Garden City, New York: Doubleday and Co., 1975

Your Child's Intellect. By T. H. Bell. Salt Lake City, Utah: Olympus Publishing Co., 1972.

AUDIO VISUALS

Consumer Alert. Wisconsin Dept. of Justice, Officer of Consumer Protection. Slides.

Child Development and Child Health: "Food and Nutrition," "Health and Safety," "Play and Self-Expression," "Love and Identity." Parents Magazine Films, Inc., Dept. 22P, 52 Vanderbilt Avenue, New Yor, New York, 10017. Slides.

The Effective Parent: "The Parent as Teacher," "Learning in the Home," "Learning Away From Home," "Learning Through Play." Parents Magazine Films, Inc., Dept 22P, 52 Vanderbilt Avenue, New York, New York, 10017. Slides.

Outside the Golden Ring. Creative Learning Center, Baltimore, Maryland. Film.

Poison - Mr. Yuck. Regional Poison Center, St. Vincent's Hospital, Green Bay, Wisconsin. Slides.

Snacks Count Too. Journal Films, 909 W. Diversey Parkway, Chicago, Illinois, 60614. Film.

ADDITIONAL RESOURCES

Films from Inside/Out - Agency for Instructional Television, Box A, Bloomington, Indiana, 47401.

Systematic Training for Effective Parents. Published by: American Guidance Service, Inc., Circle Pines, Minnesota, 55014. Kit.

DISTRICT: Mid-State Vocational, Technical and Adult Education District
500 - 32nd Street North
Wisconsin Rapids, Wisconsin 54494
(715) 423-5650

DISTRICT DIRECTOR: Earl F. Jaeger

PROJECT TITLE: Parent Education for Human Needs

PROJECT DIRECTOR: Virginia Suhrke, Home Economics Coordinator

INSTRUCTOR: Betty Johnson, Project Supervisor and Consultant

PROJECT TITLE:

PARENT EDUCATION FOR HUMAN NEEDS . . . .
A program designed to focus on the educational needs of parents of mentally, socially, emotionally, or physically disadvantaged or handicapped children three and four years of age.

TARGET POPULATION(S):

The primary target population for the "Parent Education for Human Needs" project is low income parents of children (three and four years of age) considered disadvantaged/handicapped either mentally, socially, emotionally and/or physically. These parents are representative of both urban and rural populations within the Mid-State Vocational, Technical and Adult Education District.

MAJOR OBJECTIVES:

The objectives of the project are stated as follows:

1. To enhance parent/child relationships.
2. To train parents to help their children develop intellectual skills.
3. To stimulate parents to take an active part in the education of their own children.
4. To train the parent to provide learning experiences for the child that build specific skills in language development, problem solving, sensory awareness, and motor coordination.
5. To provide the parent with techniques that build their child's self-image, regardless of racial or cultural background or life-style.
6. To provide the parent with techniques that will aid the child to become a more independent adult.

CLASS SCHEDULING:

Classes are offered in eight-week blocks, meeting once a week for two and a half hours, for a total of sixteen. In most cases, the facilities of Mid-State Technical Institutes (Marshfield, Stevens Point, and Wisconsin Rapids campuses) or the outreach centers, are used to provide the instruction, although the courses could be conducted in a variety of settings: elementary or secondary schools, community centers, day care or home care centers, churches, or public libraries. At the present time, Head Start centers are being utilized.

STAFFING:

The course entitled "Parenting for Human Needs Through Toys" is taught by para-professionals. The para-professionals have a background in early childhood education, and are preferably graduates of a diploma or associate degree program in child development. They have been trained in the use of educational toys as a medium for learning basic concepts. At present there is one para-professional, rotating among four functioning centers, conducting the course. The major instructor of the Child Care Assistant Program at Mid-State Technical Institute has the responsibility of supervision and consultant to the project. The Home Economics Department Head is overall project director.

INTER-AGENCY COOPERATION:

The North Central Wisconsin Head Start Administration, as well as teaching staff and parent organizations, works closely with Mid-State Technical Institute project staff to effectively meet the objectives of the project. Cooperation exists through publicizing the course, recruiting, parent groups, and provision of support services on the part of the Head Start organization. MSTI trains the child care assistants (a nine month course) to be utilized in conducting the "Parenting Through Toys" course, and provides the supervisor of the project. The supervisor is also the major instructor of the Child Care Assistant program.

STUDENT RECRUITMENT AND ATTENDANCE:

Approximately two weeks prior to class inception, brochures describing the course and registration forms are provided to the Head Start Centers for distribution by the staff. One to two days before the first day of class, the Head Start teachers and/or chairman of the parent groups from each center call individuals who received brochures to reinforce registration, and determine class number. Class size is ten persons maximum and six minimum. MSTI offers a four session segment of classes which includes: 1) Parenting, 2) Child Development, 3) Clothing Recycling, and 4) Eats So Well. This segment is offered at each Head Start Center during the year and is followed by the "Parenting Through Toys" course. This scheduling encourages class members to continue from the first segment on to the next.

Future project activities include two ten hour courses: "Child Development" followed by "Activities for Young Children," for AFDC babysitters.

Regular attendance is basically viewed as a result of the rapport developed between the instructor and class members. In addition, the Head Start Program provides transportation and babysitting for the participants. Lunch is also offered.

MAJOR ACTIVITIES:

Eight basic toys are used to teach different concepts and to enhance language development. At the course sessions, parents learn to work with the toys and games and then borrow them to take home to use with their own children. After completing the course, parents are free to borrow the toys, and additional toys, just as they would borrow a book from a library. For each toy there are easy-to-follow directions for several learning activities which teach specific concepts and skills. The eight basic toys are:

1. Sound Cans - auditory discrimination
2. Color Lotto - color matching and naming
3. Feely Bag - shape matching and naming
4. Wooden Table Blocks - longer-shorter activities
5. Stacking Toy - relational concepts
6. Bead-O-Graph - pattern repetition and extension
7. Number Puzzle - numbers
8. Flannel Board - size, color discrimination and observation

Course sessions allow the participants to practice playing the games and discuss methods involved. An exemplary class would include viewing a filmstrip showing several different parents playing the game of the day with their children, discussion and role playing (one child and one parent) on use of toy, reinforcement and explanation of concept to be learned with additional games. Those toys which can be readily reproduced are made in class to be taken home.

Parents receive easy-to-read Parent Guides explaining different games at different levels of difficulty to play with each toy; Guide I "How to Play Learning Games with a Preschool Child," Guide II "Learning Games to Play with a Preschool Child" (see Selected Resource Materials). These guides relate to the specified learning games in the following ways:

1. Equipment needed
2. Purpose of the activity
3. General Instructions (attitudes, ways of behaving, etc.)
4. Specific Instructions (directions for game)

The sessions are also planned to allow plenty of time for parents to discuss their own problems and concerns relating to education and child development. As problems and concerns are identified, the instructor researches available resources and presents the information at the following class meeting.

ANCILLARY SERVICES:

In conjunction with the classes, parents have access to a Traveling Book Box of reading materials appealing to parents and available on one week loan. Some children's books are included. Parents are also instructed on how to select library books for their children. The Traveling Book Box is maintained by project staff associated with the Child Care program at MSTI.

In addition, the staff is available to speak at Head Start policy meetings which are attended by members of the community (parent groups) as well as Head Start personnel. This provides an opportunity to acquaint these persons with MSTI educational services.

The project supervisor and the MSTI Home Economics Coordinator alternate every two years as community representatives on a county Head Start Policy Council. This position provides insight into parent behavior as well as an occasion to observe behavior changes of parents valuable to the project's growth and development.

EVALUATION:

Other than the required district and state final reports, no other formal evaluation is pursued, though parents are asked to respond in writing to their perception of the course and ensuing activities. However, the Head Start Agency within the district requests the educational services as an on-going program thus establishing authority to the project. Additional evaluation occurs through newspaper articles written by persons having completed the course and highly recommending it to others.

INDICATORS OF PROJECT EFFECTIVENESS:

One parent, completing the course with perfect attendance, alluded to how much personally was gained from the course and questioned why any parents would have irregular attendance.

Childhood problems (e.g., bed wetting, toilet training, unusual fears, etc.) have been discussed in class by parents in relation to specific children with success in handling these matters appropriately.

Class members have been stimulated towards self-improvement. For example, several persons have taken courses at MSTI and are planning to begin a Red Cross course.

As a class project parents successfully duplicate sets of toys utilized in the course as a means of demonstrating that this activity not only saves money but also presents the possibility that other games can be made and played at home.

OF SPECIAL INTEREST:

A class for parents of children (i.e., preschoolers, elementary and/or high school) with exceptional educational needs is available as part of the total project. As planned, this six-week class would meet for two hours per week, a total of 12 hours. The course will be offered once. During the course, parents would receive general information on child growth and development during the school years. Additional information would encourage parents to take an active part in the education of their own children and provide them with learning experiences for their child in the areas of behavior management, language development, and problem solving. A variety of speakers (i.e., psychologist, a speech therapist, and teachers of children with exceptional needs) will be provided to aid the parents in methods of working with their children.

SELECTED RESOURCE MATERIALS:

Parent-Child Toy Lending Library. Developed by Far West Laboratory for Educational Research and Development, 1855 Folsom Street, San Francisco, California, 94103. Available from:

Silver Burdett Company
Midwestern Regional Office
1900 East Lake Avenue
Glenview, Illinois 60025
(312) 729-5490
Chicago (312) 273-4895

General Learning Corp.
250 James Street
Morristown, New Jersey 07960

Educational Teaching Aids Div.
657 Oak Grove Plaza
Menlo Park, California 94025

Basic Library: Set of 8 toys packaged in individual cartons. Sound Cans, Color Lotto, Number Puzzle, Bead-O-Graph, Feely Bag and Shapes, Wooden Table Blocks, Flannel Board and Shapes, Stacking Squares. Approximately $80.00.

Parent Guide #1. For parent to know how to use each toy in Basic Library. Approximately $1.40.

Second Series Toys: Set of 8 toys packaged in individual cartons. Coordination Board, Pattern Box, Alpha Board, Inset Shapes Board, Property Blocks, Spinner Board, Hundred Peg Board, Matrix Game with Attribute Blocks.

Parent Guide #2. For parent to know how to use toys in the more advanced series (second series). Approximately $1.40.

Teacher Assistant Handbook. Describes learning games to use in classroom for each toy. Approximately $1.40.

Teacher Training Notebook. Approximately $8.00.

8 Filmstrips and Cassettes: Color pictures with instructions on how to use each of the basic eight toys in many different learning episodes.

Learning and Growing and Learning. 20 minute 16mm Color Film. To introduce the Toy Library Program to parents. (Also available for rental from Modern Talking Pictures).

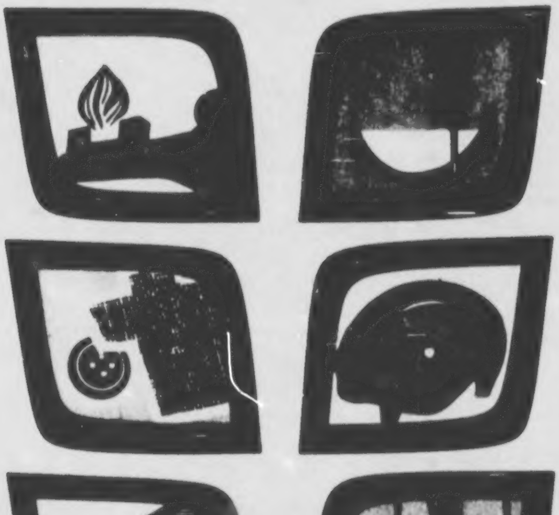
Guide to Securing and Installing the Parent/Child Toy Lending Library. Available from your local Government Book Store or write: Superintendent of Documents, Government Printing Office, Washington, D.C., 20402, $0.60, Stock number 1780-0993. Suggested funding sources, how to make your own toys, training for librarians and how to evaluate your own program are among the topics covered by this guide.

DISTRICT: Milwaukee Area Vocational, Technical and Adult Education District
1015 North Sixth Street
Milwaukee, Wisconsin 53203
(414) 278-6600

DISTRICT DIRECTOR: Dr. William L. Ramsey

PROJECT TITLE: Family Living Education Discussion Groups - Disadvantaged Adults

PROJECT DIRECTORS: Mary Scott, Family Living Education
Evelyn Brindis, Family Living Education



PROJECT TITLE:

FAMILY LIVING EDUCATION DISCUSSION GROUPS - DISADVANTAGED ADULTS . . . .
Educational discussion groups designed to help individuals understand themselves as well as effectively relate to their family and community.

TARGET POPULATION(S):

Categories of populations served through the "Family Living Education" program include:

- Widows and Widowers
- Senior Citizens
- New Mothers
- The Divorced
- Young Marrieds
- Parents
- Young Adults
- The Retired
- Single Parents
- Teen-agers
- Teachers

These disadvantaged persons reside within the Milwaukee Area Vocational, Technical and Adult Education District and ethnically represent, but are not limited to, Caucasian, Black, and Spanish-speaking ethnic groups.

MAJOR OBJECTIVES:

The thrust of the project is stated in the following Philosophy and Objectives*:

> "Family Living Education is education for living. It is available to people, agencies or institutions free of charge. Groups are created or trained discussion leaders are provided for groups of ten or more people. Leadership is available for special programs, workshops or on-going meetings. Current resource materials, audio-visual techniques, and experiential approaches are utilized to furnish relevant and meaningful group experiences. This MATC outreach program provides education and growth through the group process. It serves the needs of people adjusting to the developmental and crucial stages of life."

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*The Philosophy and Objectives as stated here are from the Family Living Education brochure.

CLASS SCHEDULING:

"Family Living Education" encompasses a variety of programming alternatives: on-going, limited series, or special workshops. The on-going and limited series are scheduled to meet weekly, bi-monthly, or monthly. Meetings range from two to three hours for the on-going sessions, to all day workshops.

On-going groups result from those developed in the past and continued because of expressed interest on the part of the participants. New groups are established throughout the MATC District in response to requests from agencies and community personnel, parents, and/or needs identified by coordinators and leaders.

STAFFING:

The educational services provided through the project are organized and directed by two program coordinators who are faculty members of MATC in Family Life Education.

Discussion leaders (nineteen at present) are considered para-professionals. These part-time employees are selected on the following bases:

1. Maturity, sensitiveness and awareness
2. Graduation from high school or college
3. Experience with group work
4. Pre-service training and attendance at on-going in-service training

In-service for the para-professional discussion leaders is conducted twice a month to ensure that the leaders keep abreast of current materials and techniques within the areas of Family Living Education and Group Dynamics. Also emphasized as part of the in-service training is self-development and recognition of individual strengths; this is made possible through the services of the Director of MATC's Counseling Center.

INTER-AGENCY COOPERATION:

Some general categories of agencies and institutions within the MATC District which have involvement with the project are:

Transition Centers
Libraries
Day Care Centers
Prisons
Halfway Houses
Hospitals
Community Centers
Churches
Social Agencies
Schools

The "Family Living" Discussion Groups are viewed as a ready source to assist community agencies and programs with problems related to societal changes affecting families as well as individual family members. Workshops as well as group discussion series are requested. Most always, agencies provide free-of-charge facilities for the group meetings as well as media materials and program speakers; agencies also serve as an educational resource for group leaders.

STUDENT RECRUITMENT AND ATTENDANCE:

Not only do agencies and institutions request this specialized group educational experience, but they also promote groups for the discussion leaders. The project's coordinators, as a result of serving on special community boards and committees, provide visibility for the program; presentations at workshop and conferences are other means.

All participants in the "Family Life" Discussion Groups must register, and individual leaders keep attendance records which are reported once a month.

MAJOR ACTIVITIES:

"Family Living Education," through group interaction, is designed to help group members understand themselves and relate to their family and community effectively. General categories of concerns and issues for group discussion purposes are:

- Aging
- Women's Awareness
- Parent Education
- Careers
- Coping with Stress
- Retirement
- Middle Years
- Death and Dying
- Value Clarification
- Consumerism
- Family Relationships
- Assertiveness Training
- Human Sexuality
- Adult Education
- Motivation and Goal Setting

The para-professional group leaders are trained to guide and direct these educational discussions so that the ideas, problems, and needs of the group members might surface. Thus giving many opportunities for all members to participate and learn.

A wide variety of educational resources and media are utilized as part of the group sessions. Experiential materials are compiled and provided to project staff and involved agencies as well as new and current educational research. Individual and small group planning conferences between staff and coordinators are also part of the program development.

A typical group session might include a guest speaker, film, etc. to introduce the topic; after which time, the discussion is led by the group leader in such a manner that members feel free to participate through sharing experiences, etc. The group leader observes any indicated or expressed changes of an attitudinal or behavioral nature. And any meaningful comments by group members are recorded.

ANCILLARY SERVICES:

When necessary, project personnel refer group participants with specialized problems and concerns to the appropriate agencies; e.g., counseling center. In addition, the Parent-Help Line refers individuals to the "Family Living Education" program for group discussion assistance.

EVALUATION:

Evaluation of the project is accomplished in a variety of ways. In addition to state and local requirements, the following are considered means to evaluate:

1. Participant evaluation at completion of session or series.
2. Attendance records
3. Coordinator conferences with agency personnel.
4. Individual conferences with leaders or group participants.
5. Sharing among discussion leaders of experiences within the group process; e.g., effectiveness of various group techniques.

More specifically, each discussion leader completes a monthly report for each scheduled meeting. This report included quantitative kinds of data as well as program procedures. Discussed are techniques and equipment used, information as to acceptance by participants, any problems or concerns, and what adjustments, if any, were necessary. Additional concerns deal with information relating to member participation and sharing of experiences; also included are attitudinal or behavioral changes that are observed, and any documentation of meaningful comments.

INDICATORS OF PROJECT EFFECTIVENESS:

The MATC "Family Living" Project has become an important and necessary resource for community agencies and institutions. Through the project's specialized group educational experiences, the following activities occur(ed)*:

Agency: Lady Pitts
Public school for school-age parents

The request for groups grew from the need for "outside the school," non-judgemental discussion leaders. This need is filled through regular ongoing session with the parents of the pregnant students, as well as in a special workshop. Further, a workshop was presented for the students. Through "Family Living" approaches and techniques, results are impressive. Students with inner stress reveal and express hidden attitudes and concerns that might never surface with regular "in-staff personnel."

Agency: County Jail for Women

"Family Living" Groups plugged into an impressive new program that received state-wide acclaim. Girls who await trial, who are distressed and devastated, can talk together about real concerns of their lives, their families, their futures.

Agency: Mount Sinai Hospital
High Risk New Mothers Group

Numerous studies indicate the high incidence of troubled and battered children in this category of births. "Family Living" cooperated with Mount Sinai Hospital in this new profoundly important area of concern. Through group discussion, these new mothers are exposed to educational and developmental facts, and the importance of attitudes toward nurturing and the lasting effect on the lives of children.

Agency: Department of Public Welfare
Specialized Foster Parents Group

The intent of these educational groups is to provide Foster Parents with necessary attitudes and knowledge. Awareness is of special importance because foster parents deal with crisis situations for a period of 90 days. Requirements for these groups are specific; and groups meet once a month for this important educational mission.

*These activities occured as the result of the project's thrust in 1975-76.

OF SPECIAL INTEREST:

Provided by the project coordinators:

Through group inter-action, individuals can enrich their attitudes and skills for effective living and are more likely to adapt to a changing de-humanized world. As a family member, skills for successful parenting and all family relationships must be learned. This is the only opportunity for such education in many cases. Socialization occurs easily and naturally in small group discussion. This is the beginning of relating on a community level. Self-worth that can be realized through successful group participation is transferred, along with enriched attitudes, to the family and to the community.

SELECTED RESOURCE MATERIALS:

The following is a list of films and filmstrips used in conjunction with the "Family Living Education Program" at MATC.

CHILD DEVELOPMENT

First Years Together to Begin a Child. Film.

Your Child and Discipline. Filmstrip.

Love and Identity. Filmstrip.

Filmstrip Series:

How to Listen to Your Children
How to Get Your Child to Listen to You

How an Average 1 Year Old Behaves
What to Expect of a 2 Year Old
Introducing the 3 Year Old
Guide to 4 Year Old/Portrait of 5 Year Old

Love and Joy/Anger and Sadness
How Feelings Grow/How to Deal with Fear
Expressing Feelings

How a Child Sees Himself/Dependence vs. Independence
The Parent is a Teacher/Forcing the Child to Five
Learning From Our Children

When Children Disobey
When Children are Aggressive
When Children do Worrisome Things
When Children are Afraid
When Children Begin School

When Discord Upsets the Family
Through the Child's Eyes
Telling the Children
The Family Apart
Accepting the New Lifestyle

Crippling Disease
Discipline Versus Abuse
Who is the Abuser?
How Can We Tell?
Treatment and Prevention

FAMILY AND PARENTING

Joyce at 34. Film.

To Be a Woman. Film.

To Be a Man. Film.

The Meaning of Home. Slides.

Fathers, Mothers and Others. Filmstrip.

Filmstrip Series:

Children as Scapegoats
The Family Experience
Encouraging Independence
What About Father?
Why Family?

Expectations vs. Realities
Individual Needs/Talking it Over
Beginning a Family Great and Small

Playing Dead
What's a Family
Not Together Anymore
Little Brother, Big Pest
We're Adopted

The Decision
The Alternatives
Memories

It's Time for School
Nine Months to Get Ready/Laying the Groundwork
Now There are Three/Baby Begins to Grow

Communication - The Key to Growth/Belonging to the Community
Opportunities For Self Understanding New Responsibilities
Love Takes On New Meaning

Budgets and Reality
Success and Divorce
Marriage: Why? Whom? When? How?

The Family Today
A Woman's Place
It's a Man's World
The Modern Parent
Looking Towards Tomorrow

TEENS

Sex: A Moral Dilemma For Teenagers. Filmstrip.

Invention of the Adolescent. Film.

Filmstrip Series:

Understanding Parents
What Separates Us/What Brings Us Together

Independence and Responsibility/The Communication Gap
Broken Homes and Families/Families Are Important

The Teen's Role in a Family
Cutting the Apron Strings/The Problem With Parents

SPECIAL SUBJECTS

I Never Looked at it That Way Before (Overpopulation). Filmstrip.

Young, Single and Pregnant. Filmstrip.

The Miracle of Nature. Filmstrip.

Adventures in Negro History. Filmstrip.

Your Personality - The You Others Know. Filmstrip.

Ethnic Heritage - A Living Mosaic. Filmstrip.

Awareness (insight into people). Filmstrip.

Dealing With Stress. Filmstrip.

Decisions That Count. Tape.

DISTRICT: Milwaukee Area Vocational, Technical and Adult Education District
1015 North Sixth Street
Milwaukee, Wisconsin 53203
(414) 278-6600

DISTRICT DIRECTOR: Dr. William L. Ramsey

PROJECT TITLE: Operation: Nutrition Education for Families

SUPERVISOR: Phyllis J. Jelich, Acting Associate Dean, Home Economics

INSTRUCTORS:
Joanne Smigla
Janice Ovans
Mary Murphy
Elyse Lorenz
Bernadine Bretl
Denise Nyca

PROJECT TITLE:

OPERATION: NUTRITION EDUCATION FOR FAMILIES . . . . A positive approach toward helping families understand the relationship of nutrition to good health and the standards of good nutrition for each family member

TARGET POPULATION(S):

The project focuses on the educational needs of young adults, welfare and non-welfare low income, the elderly, chemical dependent persons and patients of mental health outreach centers. All of the persons educationally served reside within the Milwaukee Area Technical College District.

MAJOR OBJECTIVES:

"Operation: Nutrition Education for Families" is designed to accomplish the following educational goals:

1. To help family members understand the relationship of nutrition to good health, and the standards of sound nutrition for each family member.
2. To help family members use the knowledge of nutrition and relate it to meal planning and preparation, food storage, and special dietary needs.
3. To help family members apply the principles involved in the efficient management of the food dollar.

CLASS SCHEDULING:

The courses offered through the project are outreach in nature and therefore made available throughout the Milwaukee Area Technical College District. Time-wise, each nutrition course is comprised of six sessions scheduled for a period of three hours. The scheduling procedure is based on accommodating the people and areas being served, allowing for variations in locations and times (day and evening).

STAFFING:

Instruction is provided by call staff and/or part-time dietitians and home economics instructor. MATC's Acting Associate Dean of Home Economics is the overall project supervisor.

INTER-AGENCY COOPERATION:

Cooperative effort exists between community agencies and project activities such as donation of facilities for the course, co-sponsoring of the program, requesting of courses for clients, and assistance with publicity. Some of the cooperating agencies and institutions are:

- Trinity Memorial Hospital
- Family Hospital
- Retirement Homes
- Public School System
- St. Luke's Hospital
- Senior Citizen Center
- Churches
- Inner City Social Agencies

STUDENT RECRUITMENT AND ATTENDANCE:

Publicity regarding the educational services provided through the project is broadly based. News and feature articles about the course appear in community and major city newspapers. Fliers, inviting participation, are distributed to families through school children. Also, in-house publications of hospitals, senior citizen centers, and MATC feature articles to inform the public. As another means, instructors and administrators participate on radio talk shows for publicity purposes.

Generally speaking, attendance at the nutrition courses is encouraged through requiring that all students must register. This is reinforced by maintaining class attendance cards for all the participants.

MAJOR ACTIVITIES:

The course "Operation: Nutrition Education for Families" is based on six instructional units:

Introduction to Nutrition covers information related to the identification and source of key nutrients and their role in good nutrition; including the recommended daily allowances.

Meal Planning activities include the Basic 4's relationship to menu planning and meeting families' nutritional needs as well as parents' role in forming good food habits.

Special Dietary Problems includes discussions of special dietary requirements, ways of adapting family meals, snacks and junk foods.

Managing the Food Dollar course content illustrates the need for understanding nutritional information, proper food storage, and marketing.

Food Preparation to Save Nutrients is concerned with proper cooking and storage techniques and reasons for doing so.

Food Misinformation and Body Use of Food covers food myths, food fads, and principles of digestion.

Classroom activities correlate instructional units to the group being served; examples are senior citizens, parents of young children, mixed age groups, etc. Each session allows for two hours of group instruction plus one hour for individual counseling for persons with special dietary needs.

ANCILLARY SERVICES:

Resource information, booklets, pamphlets, and instructional sheets are provided to students free of charge in addition to nutritional counseling for individuals with special dietary needs and problems. Because of content and thrust, paraprofessional service personnel can and do enroll in the course as a means to upgrade their knowledge and information.

EVALUATION:

Beyond state and district requirements, other means to evaluate the course have been developed and implemented. For example, students when completing the course are asked to react to strengths and weaknesses of the series. Alternate forms have been developed in order to accommodate the varying groups of students; i.e., check the best response versus written responses. Teaching staff also maintains anecdoted records of student comments and reports. A pre-test has been developed and is sometimes used to determine students' entry level knowledge.

INDICATORS OF PROJECT EFFECTIVENESS:

Students are generally interested in developing a better understanding of the standards of good nutrition. This course provides the foundation for individuals to make sound dietary choices and develop good dietary habits.

Men and women of all age levels who take this course acquire the basic knowledge essential to help other family members make sound dietary choices and develop good dietary habits.

Consumer skills are emphasized. These include: information on labeling; proper care of food to conserve nutrients and prevent waste; planning low cost, nutritious meals; and other food management techniques.

Individuals enrolled become more aware of the importance of good nutrition in maintaining a state of well-being for home, school, work and community life.

OF SPECIAL INTEREST:

Malnutrition is a national problem which is not limited to the poor or any special age group. While insufficient income and inflationary costs are partially responsible, the lack of knowledge relating to good nutrition and poor dietary practices also contribute greatly to the problem.*

From this perspective, the intent of "Operation: Nutrition Education for Families" is that knowledge acquired through this course will carry over to other family members, for a good example set in the home will go far in helping children and others make proper food choices and develop good dietary habits.

*As stated in the project proposal.

SELECTED RESOURCE MATERIALS:

PAMPHLETS

Choose Your Calories Wisely by the Company They Keep
Food Before Six
Food From Birth to Birthday
Food Models: 1 large set. Free.
A Guide to Good Eating. Chart and notebook sheet.
How Your Body Uses Food
Partners in Growth
To Your Health...in Your Second Fifty Years
National Dairy Council, 9570 Williams Street, Rosemont, Illinois, 60018. Free in quantity.

Cooking for Two. #1043. $1.25/ea.
Food for the Family - a cost saving plan. #209. $0.45/ea.

Food Guide for Older Folks. #17. $0.40/ea.
Keeping Food Safe to Eat. #162. $0.30/ea.
Order from your Congressman, or Superintendent of Documents, U. S. Government Printing Office, Washington, D.C., 20402.

Family Food Buying: A Guide for Calculating Amounts to Buy and Comparing Costs. Superintendent of Documents, U. S. Government Printing Office, Washington, D.C., 20402. $0.35/ea.

Food is More Than Just Something to Eat. Prepared by the U. S. Depts. of Agriculture and Health, Education and Welfare, in cooperation with the Grocery Manufacturers of America, and The Advertising Council.

Meal Planning Guide. Office of Consumer Affairs, Grocery Products Div., PET, Incorporated, 400 S. Fourth St., St. Louis, Missouri, 63166.

PERIODICALS

"Use Your Refrigerator Right." Changing Times, The Kiplinger Magazine, October 1971.

AUDIO VISUALS

The Digestive System. 16 mm, color, $220.00. Encyclopedia Britannica, 425 N. Michigan, Chicago, Illinois, 60611.

How Food Affects You. Filmstrip. 47 frames with script. #156. $5.50.
Improving Teenage Nutrition. Filmstrip. 27 frames with script. #116. $5.50.
Order from Photo Lab, Inc., 2825 Georgia Avenue, N.W., Washington, D.C., 20011.

ADDITIONAL RESOURCES

U. S. Dept. of Agriculture Bulletins:
- Money-Saving Main Dishes. HG 43.
- Home Care of Purchased Frozen Foods. HG 69.
- Storing Perishable Foods in the Home. HG 78.
- Conserving the Nutritive Values in Foods. HG 90.
- Eggs in Family Meals: A Guide for Consumers. HG 103.
- Vegetables in Family Meals: A Guide for Consumers. HG 105.
- Cheese in Family Meals: A Guide for Consumers. HG 112.
- Beef and Veal in Family Meals: A Guide for Consumers. HG 118.
- Lamb in Family Meals: A Guide for Consumers. HG 124.
- Fruits in Family Meals: A Guide for Consumers. HG 125.
- Milk in Family Meals: A Guide for Consumers. HG 127.
- Cereals and Pasta in Family Meals: A Guide for Consumers. HG 150.
- Pork in Family Meals: A Guide for Consumers. HG 160.
- Keeping Food Safe to Eat: A Guide for Homemakers. HG 162.
- How to Buy Fresh Fruits. HG 141.
- How to Buy Fresh Vegetables. HG 143.
- How to Buy Eggs. HG 144.
- How to Buy Beef Steaks. HG 145.
- How to Buy Beef Roasts. HG 146.

How to Buy Poultry. HG 157.
How to Buy Meat for Your Freezer. HG 166.
How to Buy Canned and Frozen Vegetables. HG 167.
How to Buy Beans, Peas and Lentils. HG 177.

Single copies of these bulletins can be obtained free from the Office of Information, U. S. Department of Agriculture, Washington, D.C., 20250. Send your request on a post card and include your ZIP code.

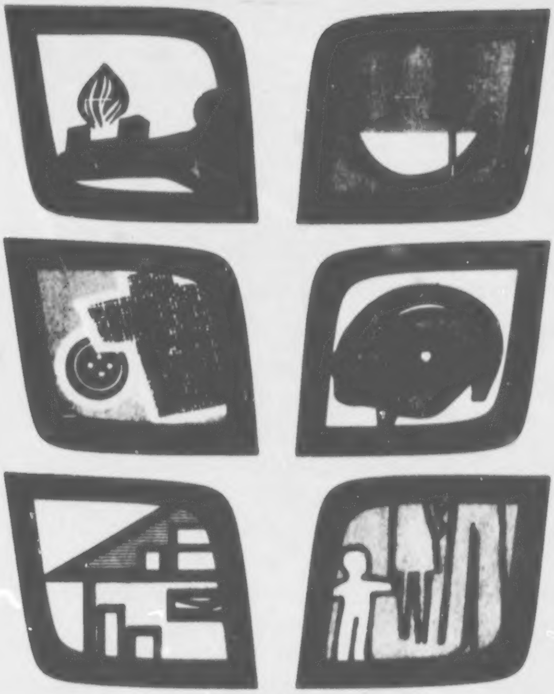
DISTRICT: Milwaukee Area Vocational, Technical and Adult Education District
1015 North Sixth Street
Milwaukee, Wisconsin 53203
(414) 278-6600

DISTRICT DIRECTOR: Dr. William L. Ramsey

PROJECT TITLE: Budget Power - Opportunities Industrialization Center

AGENCY ADMINISTRATOR: Carl A. Gee

INSTRUCTOR: Lillie Adams



PROJECT TITLE:

BUDGET POWER - OPPORTUNITIES INDUSTRIALIZATION CENTER . . . . . Educational offerings to familiarize persons with aspects of consumer living including wise purchasing, budget consciousness, credit, etc.

TARGET POPULATION(S):

The primary target population(s) of the OIC-GM Budget Power (Consumer Education) Program is the low income central city consumer, who is primarily black and lives within a two mile radius of the OIC-GM location. The target population includes both single and non-single heads of households (families).

MAJOR OBJECTIVES:

The major objectives of the program are:

1. To improve the ability of low income families (consumers) to maximize monetary resources in the purchase of goods and services; (providing services to a minimum of 250 individuals).
2. To increase consumer skills in budgeting, nutrition and other household related items.
3. To provide the low income consumer with adequate counseling on consumer protection services that are available.

CLASS SCHEDULING:

The basic course outline utilized in the project provides the framework for most consumer education activities. Specific hours are not assigned to a particular instructional module (of which there are six) because of differences in individual student needs and situations). However, all students are expected to participate fully in Units I through III (see Major Activities). Financial counseling is provided throughout the program.

STAFFING:

Staffing procedures for the project have traditionally been the minimum necessary to operate an effective project. Project staff have been selected according to normal district and OIC-GM criteria. All staff have demonstrated experience in the area of consumer activities as it relates to the low income consumer. Presently, a part-time project supervisor, a consumer education aide, a part-time financial counselor, and a full-time and part-time instructor operate the program.

INTER-AGENCY COOPERATION:

OIC-GM has extensive inter-agency cooperative agreements in the Milwaukee area. Direct linkages include a working relationship with MATC, the University of Wisconsin, various consumer agencies in the area (both public and private), and the various educational entities in the area. Also, OIC-GM has direct linkage to the various manpower training entities in the area through CETA.

STUDENT RECRUITMENT AND ATTENDANCE:

Recruitment is accomplished primarily through the mechanism of outreach into the central city and by referrals from various welfare agencies and other groups who are aware of the program. All participants are disadvantaged and low income. The students are admitted on a space-available basis and include both students enrolled in other OIC programs and students interested in consumer education.

Attendance is recorded on an hourly and daily basis, individually for each student. Appropriate data is kept so that state and district forms can be properly filled out. Self-motivation is developed and encouraged, particularly as a mechanism to encourage good attendance. At OIC-GM, average student attendance in the project is over 90%.

MAJOR ACTIVITIES:

Consumer Education OIC Curriculum consists of six instructional units providing the framework for the project's major activities:

Unit I - Values and Goals

Content relates to students' attitudes toward money and various economic concepts as well as ability to manage money and the relationship to values and goals. Building a consumer economics vocabulary is also included.

Unit II - Money Income

Instructional information includes application forms, social security, income tax, and earning statements.

Unit III - Money Management

Extensively covers the concept of money (e.g., count and convert, figuring sales tax, checking accounts, etc.), budget (expenses and spending), and insurance.

Unit IV - Consumer Buymanship

Includes consumer information, advertising, selling aids and motivators, and buying guides.

Unit V - Consumer Credit

Unit VI - Consumer Rights and Responsibilities

Guest speakers are utilized in all phases of consumerism. In addition to a group discussion leader from the Family Living Department of MATC, other speakers have been health educators, financial advisers, insurance agents, lawyers, politicians, real estate brokers, nutritionists, an FBI agent and many others.

Field trips have been used to emphasize classroom discussions and assignments. Many field trips have been taken to view model homes, sitting in on cases in the courts, comparative shopping trips, picking fresh produce at various farms, and visits to various companies.

ANCILLARY SERVICES:

Other services available to project participants include enrollment into regular OIC/job training; vocational career counseling, job placement, day care and appropriate referral services when needed.

EVALUATION:

Quantitatively, enrollment and termination data is measured against the stated enrollment goals in the contract. Also, on a regular basis (now quarterly), written assessments are made of project accomplishments in terms of the objectives and intent of the project. On site external reviews by appropriate MATC staff are also utilized.

INDICATORS OF PROJECT EFFECTIVENESS:

Consumer Education is for people. The need is found in the daily lives of individual citizens. This program and curriculum have been designed to assist consumers in meeting the task of improving their quality of life and elevating their standard of living. The black individual and all other social and/or ethnic groups face many similar consumer problems. The black individual suffers from the difficulty of moving out of rundown inner city areas. Many have been taught to face discriminations against poverty and race which affect their ability to obtain better housing, health care, and access to credit. Therefore, these educational opportunities have been beneficial to students dealing with their everyday problems.

Many families have such tight budgets that when faced with a long period of unemployment, legal problems, sudden illness, or some other situation, find themselves without adequate reserves or access to other credit to meet the crisis. The instructor works with the particular family to help resolve their dilemma. In many instances they are referred to another agency. If the student does not have transportation, the instructor will take the individual to the agency. A follow-up is always done by the instructor.

As an individual in today's society in pursuit of his/her own goals and aspirations, one is taught to be knowledgeable in the use of credit, to understand what is involved in purchasing a house or renting an apartment, how to read a warranty, and the many pitfalls to be avoided when entering into financial agreements. The students are acquainted with advertising and selling techniques which will enable them to discern the honest from the fraudulent and deceptive. They are made knowledgeable about consumer protection laws as well as the private and public sources to which they can turn for assistance.

Consumer Education gives each individual a better understanding of their own value system; enabling each to develop a sound decision-making procedure in the marketplace based upon their own values and to evaluate alternatives in the marketplace, getting the best buy for their money, including evaluating alternatives in dealing with everyday survival needs. Consumer Education also enables persons to understand their rights and responsibilities as consumers and as members of society; and to fulfill their roles in a free enterprise system.

SELECTED RESOURCE MATERIALS:

BOOKS

The American Consumer. By Herbert M. Jelley.

Economics and the Public Interest. By Richard Gill.

PERIODICALS

The Black Enterprise

The Kiplinger Washington Letter

U. S. News and World Reports

AUDIO VISUALS

The Complete Survival Kit. Video tapes on housing, nutrition, finance, budgeting, auto repair, insurance, and supermarket strategy plus others. By Maryland Center for Public Broadcasting.

Fathers, Mothers and Others
An Introduction to Value Clarification
What's in it For You
J. C. Penney Co., Inc., Educational Relations, 1301 Avenue of the Americas, New York, New York, 10019.

ADDITIONAL RESOURCES:

Government publications on various consumer subjects by the U. S. Government Printing Office.

Paying Your Way. By John Marts. A game.

DISTRICT: Milwaukee Area Vocational, Technical and Adult Education District
1015 North Sixth Street
Milwaukee, Wisconsin 53203
(414) 278-6600

DISTRICT DIRECTOR: Dr. William L. Ramsey

CONSORTIUM MEMBERS:

- Consumer and Homemaking Education
- Consumer and Homemaking Education for Vietnamese Refugees
- Parent Education Program, Council for Spanish Speaking
- Consumer and Homemaking Education, Journey House, Inc.
- Consumer Education Program, United Community Center
- Family Living, United Migrant Opportunity Services
- Westside Consumer and Homemaking Education, Westside Community Center

CONSORTIUM COORDINATOR: Rosemary Fischer

PROJECT TITLE:

CONSUMER AND HOMEMAKING EDUCATION CONSORTIUM PROJECTS . . . . A coordinated effort of six projects offering varied consumer and homemaking classes to disadvantaged persons in bi-lingual communities.

TARGET POPULATION(S):

Generally speaking, the Consortium projects provide educational services to urban, inner city, disadvantaged adults. More specifically, these persons are unemployed or under-employed, of low income, and low academic level. Language problems also exist. Ethnicity includes, but is not limited to, Caucasians, Native Americans, Vietnamese, Cambodians, Laotians, Blacks, and Spanish speaking ethnic groups.

MAJOR OBJECTIVES:

Compositely, the major objectives, broadly stated, are as follows:

1. To develop competency in homemaking skills related to foods and nutrition, clothing, consumer education, home environment, child development, and family living.
2. To develop human skills which include the ability to function effectively in a family role, and to enhance self-concept and ability to form positive relationships, including leadership roles.
3. To develop interest in other educational opportunities.
4. To provide educational opportunities in a friendly, non-threatening, supportive environment.

Some major objectives specific to member Consortium projects are:

Consumer Education Program - United Community Center

To impart bi-lingually, various perspectives in consumer spending, with a focus on modifying values to the extent that the consumer who makes an informed choice will maximize allocation of disposable income.

To bi-lingually equip participants with meaningful information that facilitates making intelligent decisions and finding alternatives in the marketplace.

Consumer and Homemaking Education for Vietnamese Refugees
To acquaint participants with the community and its resources through field trips and speakers.

To teach consumer education in Vietnamese.

Family Living - United Migrant Opportunity Services
To include bi-lingual, individualized instruction in the area of consumer-homemaking education.

CLASS SCHEDULING:

Scheduling of classes varies according to Consortium site. For example:

Westside Consumer and Homemaking Education - Westside Community Center
Consumer and homemaking classes meet three days a week for approximately five hours per day. Classes meet both during the day and evening. And, for better staff evaluation of goals, classes are scheduled in six to eight week segments.

Consumer and Homemaking For Vietnamese Refugees
Classes meet once per week for a total of one hour.

Parent Education Program - Council for the Spanish Speaking, Inc.
Classes meet Wednesday and Thursday evenings for two hours.

STAFFING:

Commonalities regarding staff qualifications and specifications exist among the six projects. Specifications common to all staff include the ability to be sensitive to the needs, interests, and concerns of program participants, as well as flexibility and dedication. Other necessary requirements are appropriate educational background and/or experiences and skills related to program planning and teaching of content. Further, bi-lingual staff is necessary, and at least one such person is available for each project.

The Consortium Coordinator supervises activities of the member projects. Each project component, however, is responsible for its own staffing. Specific to the Consortium Coordinator are the following responsibilities:

1. Supervise twenty instructors, including child care workers, and provide counsel, motivation, and encouragement.
2. Assist in development of curriculum.

3. Provide in-service where needed.
4. Act as liason between agencies and MATC.
5. Supervise spending and budget matters regarding each project.
6. Teach nutrition - one class per week.
7. Conduct instructors' meetings, one per month, for the purpose of upgrading curriculum and teaching methods, which includes exchanging of ideas.
8. Meet with Advisory Board, comprised of directors of each center, approximately two to three times per year, concerning matters of policy.

INTER-AGENCY COOPERATION:

Cooperation between the Consortium components and various community agencies involves both referral of class members and participation in special programs. As an example, representatives from the following community resources presented programs:

American Red Cross
Milwaukee Health Department
Planned Parenthood
Gas Company
Concerned Consumer Union
(to mention a few)

Dairy Council
Milwaukee Extension
Family Hospital
Sickle Cell Center
Milwaukee Tenants Union

Also, cooperation exists between and among the agencies which are Consortium members, including MATC (See Ancillary Services).

Referrals of class members by the individual Consortium staff occur as situations dictate; e.g., health problems. And inturn, agencies refer individuals to Consortium programs for the educational experiences which can benefit them. Publicity for the program is assisted by the agencies through distribution of fliers, newsletters, etc.

STUDENT RECRUITMENT AND ATTENDANCE:

As a method of recruiting, the door-to-door outreach campaign is considered very successful; this includes a brief description of the program and a personal invitation to join. Excellent classes and established reputations go far by means of "word of mouth" promotion of the programs.

Other means include articles in bi-lingual publications and radio, as well as all forms of regular media and through community agency publications. Fliers, monthly activity calendars, brochures, etc. are distributed and some recruiting is done through speaking engagements at churches, local PTA's, etc. In some cases, monthly calendars are mailed to absentees; others use special incentives; i.e., inclusion of popular activities or provide transportation if imperative. Students are also located through referrals from community programs such as Next Door, Helpline, and Neighborhood House, as well as through participants bringing their friends.

Regular attendance is encouraged through short series classes, four to six or eight weeks in length with curriculums offering a variety of content and learning experiences. Informative instruction coupled with genuine concern and interest are further incentives to attend. Some programs attempt to provide class materials for those persons truly in need. Using incentive programming has been successful; e.g., "New Face Month," "Surprise Speakers," and "Demonstrations from the Community" (Westside Community Center). The program at Journey House encourages participant involvement; e.g., take attendance, Hospitality Hostess, as well as sharing of skills.

MAJOR ACTIVITIES:

Data concerning major activities is presented by individual Consortium projects, as follows:

Parent Education Program - Council for the Spanish Speaking, Inc.
Instruction includes Child Development and Early Childhood Education (20 classes), Nutrition and Family Resource Planning (10 classes), and Consumer Education (10 classes).

Consumer and Homemaking Education Project - Journey House, Inc.
Five program areas are covered: Clothing, Consumerism, Home Consumerism, Family Life, Homemaker as a Food Consumer, Consumer Education Survey. Some classes are ongoing such as Sewing, Quilting, Do Your Own Thing Club, Consumer Education Workshops. Others are seasonal such as Canning and Freezing Workshops during late summer. Some may be six to eight weeks in length and are special classes to meet specific needs such as the "You Series," Home Repair and Maintenance, Interior Decorating.

Classes are developed to meet the needs as expressed by participants. A special "once a year" craft sale provides an opportunity for students to display class projects.

Consumer and Homemaking Education for Vietnamese Refugees
Classroom instruction is focused on Food and Nutrition as it applies to competence in Shopping, Budgeting and Food Preparation, and Clothing in terms of sewing procedures.

The learning experiences are designed to assist the Vietnamese in adapting to a different culture.

Westside Consumer and Homemaking Education - Westside Community Center

Major content areas include Sewing (for the individual and family members as well as the home environment), Nutrition and Weight Control, Family Life, Home Maintenance, and Consumer Education. Activities relate to a theme which is frequently seasonal; i.e., Spring: Re-cycling - Re-Do, Re-make, Re-use. The program, though, is flexible to meet special kinds of needs, as these occur; e.g., constructing a quilt (technique learned in class) for a class member who lost all personal belongings.

Family Living Proposal - United Migrant Opportunity Services, Inc.

Instruction is focused on three major areas:
Sewing for beginners and advanced with projects determined by abilities and the season.
Home Beautification includes basic home decorating and simple repairs.
Nutrition featuring food demonstration, nutritional information and consumerism.

Consumer Education Program - United Community Center

Selected areas of instruction are as follows*:

- The individual consumer and society
- The Four Big Needs - food, clothing, housing and transportation
- Cosmetics and Drugs
- Insurance: life, health, credit, property, auto
- The Automobile: new, used, warranties, repairs
- Small Claims Court - plaintiff, defendent, post-judicial remedies
- How to complain - asserting one's rights in the marketplace; community resources
- Consumer credit, money management and banking
- Furnishings and warranties
- Appliances and warranties
- Advertising: purposes, schemes, abuses
- Health Delivery - hospitals, doctors, dentists
- Utilities: policies and regulations
- A Consumer Bill of Rights - Wisconsin Consumer Act, federal legislation

Nutrition and Weight Control is also a part of this program.

*Instruction in these areas is provided to all Consortium centers at scheduled times (See Ancillary Services).

ANCILLARY SERVICES:

A comprehensive consumer information course is held in each center on a rotating basis. This course is sponsored and supervised by United Community Center but is offered in each of the other centers according to their prerequisites. One consumer specialist teaches the classes in all the centers.

"Nutrition and Weight Control" is also offered at each center on a rotating basis and conducted by the Consortium Coordinator. Family Living discussion leaders from MATC direct groups within the various programs to talk over problems in Child Development and Family Relations.

Another service, that of child care, has proven vital to the participants, many of whom would otherwise be unable to join the program. Further, this service provides informal educational experiences and social contacts which are helpful in preparing children for more structured educational experiences. The child care para-professionals must be qualified.

Although counseling is not included as a staff position, instructors participate in this activity on a non-professional basis; such as referring participants to clinics, social services, day care, adult education, and to services available through neighboring agencies.

EVALUATION:

Methods and strategies used to evaluate the Consortium projects are numerous; they vary according to each center's specifications but are generally within the following perimeters:

1. Daily or weekly class reports which include attendance, description and evaluation of the activity, suggestions for program improvement, and participant reactions.
2. Monthly or quarterly reports regarding the above, submitted to SBVTAE, MATC, and the involved agency.
3. End of the year state and local evaluation requirements.
4. Anecdotal records, personal observation, staff-participant interviews, students' evaluations through questionnaires, and some pre and post-testing to measure cognitive learning.
5. Participant follow-up.

INDICATORS OF PROJECT EFFECTIVENESS:

A young woman, speaking very little English, was an eager participant in one program. When a para-professional position opened, she was hired, and since that time has gained much self-confidence. She has enrolled in English classes and is learning quickly. This woman is well respected by both her peers and the instructor she works with.

An only child of a doting mother came to child care: belligerent, anti-social, and most difficult to manage. Through the child care worker's efforts, this child is now ready to attend Kindergarten, and his mother has learned through the program that love and discipline work together.

A young mother, struggling to stay off subsidized income, attended a "Nutrition and Weight Control" class to learn about proper diet and wise shopping at the supermarket. The family, as related by the mother, is now eating nutritious meals and controlling their weight, as well as saving money.

A project child care worker not only became more competent in her position, but also began a leadership role with other child care workers. After completing "Young Child I," a required course for all child care workers, on her own she completed a more advanced course, afterwhich she enrolled in a course to improve her English. At this time she has assumed a leadership position with her peers at instructors' meetings. And, on her own time, she has arranged visits to other Day Care centers for the purpose of learning new methods and ideas.

SELECTED RESOURCE MATERIALS:

BOOKS

The Consumer in American Society (personal and family finance). By Arch. W. Troelstrup. New York, New York: McGraw-Hill Book Co., 1974.

Frauds, Rackets and Swindles. By Robert Rossesfsky. New York, New York: Doubleday, 1974.

PAMPHLETS

Calories and Carbohydrates. University of Wisconsin-Extension. $0.10/ea.

First Aid for Sewing Machines. The Singer Co., Educ. Dept., U. S. Consumer Product Div.

Our Bodies, Ourselves. Health agencies. $1.48/each.

AUDIO VISUALS

Buy Line. 16 mm. movie. Film Fare Communications, 10900 Ventura Blvd., Studio City, California, 91604. $150.00.

The Consumer Game. 16 mm. movie. Pyramid Films, Box 1048, Santa Monica, California, 90406. $280.00.

Consumer Power: Advertising. 16 mm. movie. BLA Educational Media, 2211 Michigan Ave., Santa Monica, California, 90404.

How to Buy a Used Car. 16 mm. movie. Telatape-Detroit Corp., 2900 E. Grand Blvd., Detroit, Michigan, 48211. $85.00.

Insurance Resource Kit (life, health, property, and liability). Changing Times Education Service, 1729 H Street, N.W., Washington, D.C., 20006. $69.50.

It's All in the Finish. Filmstrip and cassette.
Pick the Fabric for the Job. Filmstrip and cassette.
American Textile Manufacturers' Institute, 400 S. Tryon St., Charlotte, North Carolina.

Man Made Fibers. Filmstrip and cassette. Man-Made Fiber Producers Assoc., Inc., 1150 17th St., N.W., Washington, D.C., 20036. $10.00.

Our Shrinking Food Dollar. Filmstrip and cassette. General Mills, Inc., Audio Visual Dept., 9200 Wayzata Blvd., Minneapolis, Minnesota.

The Owl Who Gave a Hoot. 16 mm. movie. National Audio Visual Center, Washington, D.C., $42.00. English and Spanish.

Practical Skills for the Homemaker. Sound filmstrip program, set of 5:
- How to Hang Wallpaper
- How to Paint Interior Walls
- How to Make Minor Electrical Repairs
- How to Refinish Wood Furniture
- How to Make Simple Plumbing Repairs

Centron Educational Films, 1621 W. Ninth Street, Lawrence, Kansas, 66044. $82.50/set.

Video Cassettes on Nutrients. FDA Minneapolis, Minnesota, c/o Shirley Brown, Public School System, Special Education Dept.

ADDITIONAL RESOURCES

Booklets on Stress, Childhood, Middle Years. Blue Cross, Attn: Norm Jacques. Free.

Community Resources:
- Corner butcher for actual demonstrations on meat cutting.
- Home Economist - Consumer and Homemaking issues. University of Wisconsin-Milwaukee Extension.
- Speakers on Nutrition, First Aid, Child Development. American Red Cross.
- Speakers on Health, Consumer Issues. Milwaukee Health Department.

Comparison Cards. National Dairy Council, 111 N. Canal Street, Chicago, Illinois, 60606. $4.00.

Newspapers - Milwaukee Journal, Milwaukee Sentinel. Articles pertaining to Consumer Issues and Homemaking Tips.

Nutrilingo - Educational Game. J. A. Reyes Associates, Suite 410, 1140 Connecticut Ave., Washington, D.C., 20036.

Nutrition Kit. Wisconsin Dairy Assoc., 12345 W. Capitol, Milwaukee, Wisconsin. Phone 466-1340.

Up-to-date patterns.

DISTRICT: Moraine Park Vocational, Technical and Adult Education District
235 North National Avenue
Fond du Lac, Wisconsin 54935
(414) 922-8611

DISTRICT DIRECTOR: Dr. Robert P. Sorensen

PROJECT TITLE: Comprehensive Developmental Vocational Services - Consumer and Homemaking Education Component

PROJECT DIRECTORS: Peter Van Groll, Federal Projects Coordinator
Jane Fleming, Division of Home Economics Chairperson

INSTRUCTORS: Barbara Roder
Judi Peppler
Sarah Kettler

PROJECT TITLE:

COMPREHENSIVE DEVELOPMENTAL VOCATIONAL SERVICES--CONSUMER AND HOMEMAKING COMPONENT . . . .
A series of consumer education activities for disadvantaged persons relating to homemaking skill development for improving the quality of life.

TARGET POPULATION(S):

"Consumer and Homemaking Education Component" is designed to meet consumer education needs of both urban and rural persons living within the Moraine Park Vocational, Technical and Adult Education District. More specifically, the group of disadvantaged persons served through this project includes low income persons, single parents, senior citizens, physically and mentally handicapped, Spanish speaking individuals, Laotians, and Vietnamese.

MAJOR OBJECTIVES:

The intent of the "Consumer and Homemaking Education Component" is:

1. To identify the role of homemaker as manager.
2. To practice the role of homemaker as manager.
3. To use basic management techniques to fulfill their role/s as homemakers and/or wage earners.
4. To manage and use available resources to improve the home environment.
5. To demonstrate wise buying practices; i.e., comparison shopping.
6. To plan a realistic budget for their family.
7. To demonstrate the ability to accomplish home tasks; i.e., cleaning, food preparation, clothing maintenance and repair, food preservation.
8. To develop better awareness of personal and family relationships and improve in child-rearing practices.

CLASS SCHEDULING:

Consumer education programs are offered on a semester basis with meetings once a week for two hours in the form of in-home visits (for two to five persons), regular classroom emphasis (minimum of five persons at a community facility) or a combination of the above. Programs are offered throughout the district.

STAFFING:

The project is staffed by three home economics instructors. In general, this instruction position requires self-responsibility, innovative teaching skills in working with the disadvantaged, and the ability to teach in a small group or individualized situations. Essential skills and knowledge required are:

1. Ability to communicate with, influence, and motivate the disadvantaged student.
2. Ability to work with and respect students who may have different motives and objectives.
3. Ability to work with the disadvantaged of all age groups.
4. Maintain confidentiality.

The Home Economics Division Chairperson supervises in terms of program content and development, and reports to the project coordinator.

INTER-AGENCY COOPERATION:

The total number of agencies and organizations directly and indirectly involved with the project is great. Categories of these agencies within the district include: Social Services (city and district), CAP (Head Start), Public School Systems, University of Wisconsin Extension, Public Health Departments (city and county), Probation and Parole Officers, CESA, Big Sister and Big Brothers (Service organizations), City Welfare, Sheltered Workshops, and Mental Health Institutions (residential as well as out-patient). Clients of these agencies and organizations receive educational services offered through the project in terms of consumerism relating to homemaking skills.

STUDENT RECRUITMENT AND ATTENDANCE:

Recruiting enrollees for the educational programs is achieved through various means. Agencies and organizations mentioned above provide staff with names of clients whom they feel could benefit from the service. Project staff follow up these referrals with personal contacts to encourage enrollment in the program. In addition, staff responsibility includes contacting agencies to inform them of available programs and to promote the classes. Some radio advertising is used to inform that portion of the public who qualify for the program but are not associated with a known organization or agency.

Regular class attendance is encouraged through personal contacts by the instructors. Classes are held at enrollees' homes as well as community facilities in order to accommodate the varying needs of the participants. In the past, some transportation has been provided for the enrollees. Free of charge childcare, both organized children's activities and regular childcare, is offered for children of participants.

MAJOR ACTIVITIES:

The overall purpose of the "Consumer and Homemaking Component" is to teach consumer education in relationship to homemaking skills. The homemaking skill areas include nutrition, clothing care and use, foods, home management, money management, home care, furnishings, and parenting. Instruction focuses on basic principles of consumerism relating to these content areas (e.g., comparative viewpoint of shopping, cooking, etc.). The Nominal Group Technique is used to determine topic priorities within a given content area. The procedure is as follows:

1. Ask class members to list on paper all their concerns; e.g., in raising their children.
2. Items suggested by individual class members are listed on the board.
3. Items are then rank ordered by each class member and tallied.
4. Those items receiving most points become top priority topics in terms of the total class.

This method provides the instructor with an overview of class desires as well as information about individual students.

In cases of "individualized homemaking" the content is mostly sewing; e.g., make over clothing, alterations. Though food preparation, home care, and money management are also covered. Classes are held in both homes and community facilities. Field trips to food, fabric, paint, and hardware stores as well as other community resources are part of the class activity. In addition, counselors serve as resource persons. Regarding Senior Citizen groups, requests for programs center around foods and nutrition, weight control, and special diets. Programs are held at the Senior Citizen Centers.

ANCILLARY SERVICES:

Vocational counseling services are provided by counselors from Moraine Park Technical Institute. Counselors speak to classes and follow up with individual sessions. During recruiting visits by project staff, prospective enrollees may express interest in a particular occupational program. This type of information is channeled to the school's counseling service and followed up by that department.

If need indicates, project instructors will refer class members to appropriate agencies such as Mental Health Centers and ABE programs, and direct individuals toward diploma programs and Adult Continuing Education courses.

EVALUATION:

Many methods and devices are used for evaluating the effects of the "Consumer and Homemaking Component."

Students' evaluations of the project include information related to the teacher, course learnings, benefits received, problems encountered, suggested changes, and future improvements. Examples of format include true/false, select appropriate response, and written comments.

Instructors' evaluations include check sheets, observation logs, and some pre-test and post-testing primarily for sheltered workshop participants.

Cooperating agencies complete evaluations not only to meet the agency requirements but also to provide feedback about individual improvement and progress to the project staff. Cooperating agencies are mainly asked to identify, for each referral, any improvements in family relations and signs of stabilization as well as evidence that a given objective of the project was met.

INDICATORS OF PROJECT EFFECTIVENESS:

Through class associations, an isolated rural woman developed valued friendships. Her children for the first time participated in group activities with other children.

As a result of contact with the class instructor, a student's self-esteem improved to the point that she, for the first time, obtained a full-time job as a teacher aide.

A class member went on to enroll in an occupational diploma program.

A class member's home became more organized. For example, the meals were being prepared on a regular basis. The husband expressed pride in his wife and her improvements.

Through joint efforts between the Social Services and project instructor, a mother now has a positive relationship with her children; e.g., uses praise instead of punishment, recognizes children as persons in their own right, now plays with the children.

Through effective consumer practices, a family worked their way out of bankruptcy.

One individual learned to use a sewing machine she already owned.

For one family, food stamps for the first time were effectively utilized to last the entire month.

Noted happenings occurring during period of instruction:

- A member became a block mother
- A member enrolled her children in 4-H
- A member improved her children's school attendance
- A member enrolled her children in SEN Program

OF SPECIAL INTEREST:

The "Consumer and Homemaking Education Component" is part of a district wide comprehensive plan for disadvantaged persons to be counseled into appropriate job areas. This plan includes consumer education which is the major focus of this project.

SELECTED RESOURCE MATERIALS:

BOOKS

Discovering a Pattern for a Balanced Diet. Vocational Resource Unit, Instructional Materials Center, Univ. of Wisconsin-Madison, Teacher Education Bldg., 225 N. Mills Street, Madison, Wisconsin, 53706.

Guidelines to Buying Secondhand and Surplus Appliances: Consumer Guide to Used and Surplus Home Appliances and Furnishings. By Pat Wilson. Boston, Massachusetts: Houghton Mifflin Co., 1973.

Money and Your Marriage. By Carl F. Hawver, Ph.D., Roy A. Burkhart, Ph.D., and James A. Peterson, Ph.D. Educational Services Division, National Consumer Finance Association, Washington, D.C., 20036.

Where Does the Money Go? By Hazel Taylor Spitze and Patricia H. Rotz. Austin, Texas: Steck Vaughn Co.

You and Your Money. By Dorothy Goble. Austin, Texas: Steck Vaughn Co.

PAMPHLETS

By it Right. By Jan Brown. Career Institute, 555 E. Lange Street, Mundelein, Illinois, 60060.

Calories and You. By Carolyn Wax. Division of Home Ec. Education, Innovative Teaching Techniques, University of Illinois. Reprint from Illinois Teacher.

Clothing Repairs. Home and Garden Bulletin, No. 107, U.S. Dept. of Agriculture, Washington, D.C., 20250.

Consumer Education
Consumer Education for Families with Limited Incomes
Texas Tech University, College of Home Economics, Dept. of Home Economics Education, Lubbock, Texas.

Do-it-Yourself Storage. Clemson University cooperating with the U.S. Dept. of Agriculture. Extension Services, Wayne T. O'Dell, Director, Clemson, South Carolina.

The Forgotten Art of Mending
Time Saving Sewing
Coats and Clark, Inc., Educational Bureau, 72 Cummings Point Road, Stamford, Connecticut, 06902.

Hems. Coats and Clark, Educational Bureau, 430 Park Avenue, New York, New York, 10022.

Home Storage. Roland H. Abraham, Director of Agricultural Extension Service, Univ. of Minnesota, St. Paul, Minnesota, 55101.

How to Stretch Your Money. By Sidney Margolius. Public Affairs Pamphlets, 381 Park Avenue, South, New York, New York, 10016.

Instructional Materials for Use with Educable Mentally Retarded Students Enrolled in Home Economics Classes. Bureau of Career and Manpower Development, Dept. of Public Instruction, Madison, Wisconsin, 53702.

Lesson I: What's What with Food
Lesson II: Choosing Calories Wisely
Lesson III: Diet Foods
Lesson IV: What is a Serving
Lesson V: How to Keep and Evaluate Food Records
The Dairy Council of Wisconsin, 9730 W. Blue Mound Road, Milwaukee, Wisconsin, 53226.

Nutrition. Be Informed on Nutrition, Box 131, Syracuse, New York, 13210.

Nutrition for the Nation. The Diet Teaching Programs, Inc., 6520 E. Elm Wichita, Kansas, 67206.

Wise Buying. New Readers Press, Box 131, Syracuse, New York, 13210.

Your Child and Money. Sidonie Matsner Gruenberg. Public Affairs Pamphlets, 381 Park Avenue, South, New York, New York, 10016.

PERIODICALS

Forced Choice Values Test. Teaching Topics from Institute of Life Insurance and Health Insurance Institute. Vol. 19, No. 2, Spring 1970, pages 7-8, 11.

"Here's How to Spend Less for Food." Changing Times, The Kiplinger Magazine, March 1973.

AUDIO VISUALS

Advertising and Consumer Motivations. J. C. Penney Co., Inc., Educational and Consumer Relations, 1301 Avenue of the Americas, New York, New York, 10019. Filmstrip.

Buying the Basics: Food and Clothing. Current Affairs, 24 Danbury Road, Wilton, Connecticut, 06897. Filmstrip.

A Consumer's Guide to Laundry Products for Soil and Stains. 1975 MNP-Texise Chemicals Co., Division of Morton - Norwich Products, Inc., Greenville, South Carolina, 29602. Filmstrip.

Using Your Money. Journal Films, Inc., 909 W. Diversey Pkwy, Chicago, Illinois, 60614. Film.

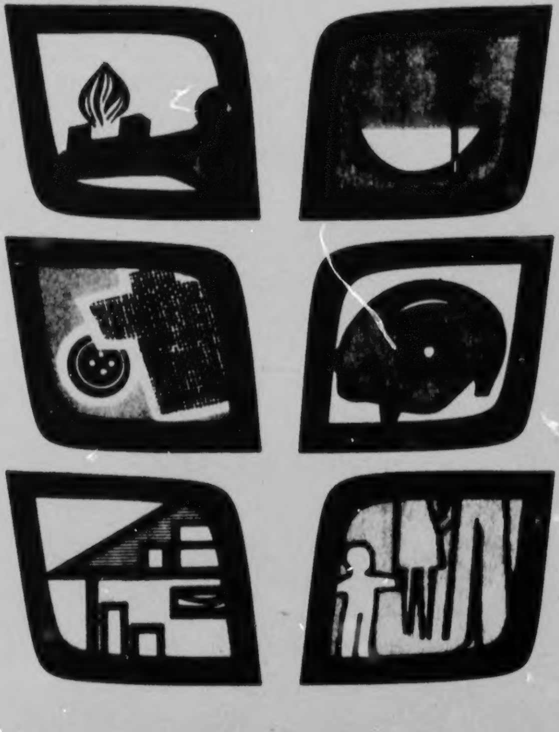
DISTRICT: Nicolet Vocational, Technical and Adult Education District
P. O. Box 518
Rhinelander, Wisconsin 54501
(715) 369-4410

DISTRICT DIRECTOR: Dr. Richard J. Brown

PROJECT TITLE: Consumer Education for Developmentally Disabled and Disadvantaged Persons

PROJECT DIRECTOR: Rose Nelson, Home Economics Coordinator

INSTRUCTORS: Mary Fortier, Consumer Education Specialist
Sue Kutschenreuter



PROJECT TITLE:

CONSUMER EDUCATION FOR DEVELOPMENTALLY DISABLED AND DISADVANTAGED PERSONS . . . .
Education to assist students with self-understanding, independent living skills and basic consumer practices.

TARGET POPULATION(S):

The thrust of this project is to educationally serve the developmentally disabled clientele of Friendly Village, Inc., and Headwater Regional Achievement Center (both of Rhinelander, Wisconsin) as well as the Lincoln Developmental Disabilities Center (Tomahawk, Wisconsin). These facilities are located within the Nicolet Vocational, Technical and Adult Education District.

MAJOR OBJECTIVES:

Project activities are based on the following educational goals and objectives:

General Objectives:

1. The student through understandings gained in homemaking and housekeeping maintenance training will be better able to cope with independent living situations.
2. The student through participating in homemaking and housekeeping maintenance in the classroom and class related planned activities in the community will gain in having a greater feeling of self-awareness and understanding of self.
3. The student through homemaking and housekeeping maintenance training will develop basic decision making understandings.

Specific Objectives:

1. To develop the student's ability to choose or buy clothing wisely.
2. To develop the student's ability to care for and repair clothing.
3. To develop the student's ability to shop wisely for foods.
4. To develop the student's ability to plan, prepare, and serve meals.
5. To develop student skills relative to personal grooming and appearance.

6. To develop student skills in basic housekeeping, maintenance, and laundry procedures.
7. To gain an understanding of one's own body functions contributing to a greater awareness of self.

CLASS SCHEDULING:

Scheduling varies depending on the facility being served; classes are held at both Friendly Village, Inc. and Headwaters Regional Achievement Center. Some students are transported to class from a subsidiary facility. A total of 320 instructional hours are contracted through the project. Regarding the course at Headwaters Regional Achievement Center, classes meet four hours a week for ten weeks each semester. The educational component at Jolly Fisherman (Friendly Village, Inc.) totals 240 hours of instruction for approximately nine hours each week.

STAFFING:

Direct on-going supervision of the educational activities is provided by the Nicolet VTAE Home Economics Coordinator. Instruction is provided by two Nicolet VTAE home economists; one being Nicolet's consumer education specialist. Professional staff from the institutions involved directly assist in the classroom and with evaluation as well as program planning.

INTER-AGENCY COOPERATION:

Cooperation between community agencies exists mainly through the project's advisory committee; committee members represent the following agencies:

Human Services Center (5142 Board)
Headwaters Regional Achievement Center
Friendly Village, Inc. (Jolly Fisherman)
Nicolet College and Technical Institute

Representatives assist with evaluation of the educational program including future considerations and recommendations.

STUDENT RECRUITMENT AND ATTENDANCE:

Students are recommended for "Consumer Education" by professional staff members of the agencies involved. These recommendations are based on an individual's ability to benefit from this education. For example, approximately seventy-five percent of the adult clients at Headwater Regional Achievement Center are recipients of Supplemental Security Income; this money allows these adults, most of whom are lacking in basic consumer knowledge, to be viable consumers in society.

Attendance presents no problems as indicated by an agency report that students react most favorably towards the classes.

MAJOR ACTIVITIES:

"Consumer Education" curriculum used for the course at Headwaters Achievement Center was prepared by:

Staff Members of: Headwaters Regional Achievement Center, Rhinelander
Lincoln County Developmental Disabilities, Tomahawk
Group Home Parents
In cooperation with Nicolet College Consumer Education Specialist

The course content is based on four major consumer concepts and lessons are adapted to the needs and abilities of the class participants.

Course Content:

Concept I	Importance of Decision Making
Lesson 1	Identify values and goals
Lesson 2	Identify needs and wants
Concept II	Importance of Money Management
Lesson 1	The values of money
Lesson 2	The budget or spending plan
Lesson 3	The savings plan
Concept III	Importance of Wise Buying
Lesson 1	The effects of advertising
Lesson 2	Buying wisely - Clothing
Lesson 3	Buying wisely - "Personal" Needs
Lesson 4	Buying wisely - Personal "Luxury"
Lesson 5	Buying wisely - Food
Lesson 6	Buying wisely - Consumer Protection
Lesson 7	Implications of shoplifting
Concept IV	Importance of Personal Security
Lesson 1	Types of available insurance
Lesson 2	Types of credit
Lesson 3	Contracts

The curriculum at Jolly Fisherman (Friendly Village, Inc.) is comprised of four major units:

I. Clothing Selection and Upkeep (8 weeks)
  Learning experiences include projects to develop hand and machine sewing skills as well as ability to recognize and use sewing related equipment. (Consumer emphasis)

II. Food Selection, Preparation, and Service (14 weeks)
  Lessons include Basic Food Groups, kitchen equipment, measuring techniques, and basic consumer concepts (making vs buying).

III. Housekeeping, Laundry, and Maintenance (4 weeks)
  Lessons include basic housekeeping principles with applicable activities as well as laundry principles and basic steps to follow. (Consumer emphasis)

IV. Self Awareness (4 weeks)
  Learning experiences include exercising, clothing selection, care of face and hands, care of hair and teeth, and other aspects of personal grooming. (Consumer emphasis)

Instructional activities cover a wide range of experiences such as classroom instruction and demonstration, guided practical student applications and field trips into the community. It is through these activities, consumer and homemaking related experiences, developmentally disabled students are better able to cope with independent living situations.

ANCILLARY SERVICES:

Educationally, these classes serve as a means for further education for those persons enrolled, as they can possibly lead into wage earning occupational courses and future job positions. Furthermore, the program has served as a catalyst for agencies' staff requesting classes on campus at NCTI. Though not a direct responsibility of the project, counseling is available for enrollees through the Social Services at Jolly Fisherman and Headwaters Achievement Center. Other agencies' services included diagnostic testing, financial aids for education, tutoring, etc.

EVALUATION:

In an attempt to measure the success of the project, a number of pre and post tests and observations are made. The pre and post tests based on the curriculum content provide direction to the classroom instruction and students' progress. This information is available to all cooperating agencies. Scoring of the pre and post tests is in terms of the student's ability to recognize or understand. A daily performance log is maintained by the instructors.

The professional institutional staff also provides evaluation input in the form of follow-up data. In-house follow-up studies serve as a means to determine students' coping abilities regarding independent living situations. This information is also available to various agencies upon request.

Total program evaluation is accomplished through yearly evaluation and planning sessions attended by the Advisory Committee. Not only program effectiveness is discussed but also evaluation in terms of procedures; i.e., class scheduling, transportation, and future course content. State and district requirements are additional means of evaluation.

INDICATORS OF PROJECT EFFECTIVENESS:

Follow-up data reflect the success of the project. To date, ten of the twelve original class members (1972) are now in supervised apartment living in group homes or group foster homes. All have some earning power in part-time employment; two are on full-time employment of 40 hours per week. Additional data show that other class members have progressed in the normalization process as a result of educational opportunities which include this project's efforts.

Further credence is added through continuing support of the project by agencies directly involved. For example, administrator support in terms of statements such as "cooperation and improvement that has characterized this program," "gratifying to see the interacting and teaching between the participants." Further indication of the project's effectiveness is evidenced by other agency requests for the educational program as well as the Advisory Committee's yearly recommendations to re-submit the project.

OF SPECIAL INTEREST:

As an educational program, this project has served the developmentally disabled and disadvantaged since 1972. At that time, some of these persons (agency clientele) had been identified as being capable of understanding and benefiting from vocational training. And through basic understandings of consumer and homemaking principles these persons would be more able to cope with independent living situations. Since that time, the educational thrust of "Consumer Education for the Developmentally Disabled and Disadvantaged" has been based on this premise and appears to have successfully met the challenge.

SELECTED RESOURCE MATERIALS:

BOOKS

Housekeeping Curriculum for Institutionalized Mentally Retarded Women Using Task Analysis Procedures. By Rose Nelson, Home Economics Coordinator, Nicolet College and Technical Institute, Rhinelander, Wisconsin, 1974. (See Bibliography attached)

A Special Picture Cookbook. By Freida Reed Steed. H. & H. Enterprises, Inc., Box 3342, Lawrence, Kansas, 66044, 1974. $2.00.

PAMPHLETS

Clothing
Dishes and Utensils - Picture/Word Concepts
Household and Items
Instructor Curriculum Materials, No. 638, The Instructor Publications, Inc., Dansville, New York, 14437. $3.25/set.

Handee for You, Fashions for the Handicapped. 1674 Park Avenue, Lowville, New York, 13367.

EMR Bibliography. By Fern Horn, Professor, School of Home Economics, University of Wisconsin-Stevens Point, Stevens Point, Wisconsin.

PERIODICALS

"Breaking Down to Barriers for Disabled Learners." By Lloyd W. Tindall. American Vocational Journal, November 1975.

"Teacher Behavior and Classroom Casualties: Some Preventive Measures." By Rose Mary Carter. American Vocational Journal, September 1975.

ADDITIONAL RESOURCES

The Kiwanis Magazine. See a local Kiwanis Club member for back issues.

Resource persons from agencies in the community:
- Northwoods Guidance Center
- Division of Vocational Rehabilitation
- Headwaters Regional Achievement Center
- Department of Family Services
- University of Wisconsin Extension Services
- Mendota Mental Health Clinic (out-reach from Madison)
- Human Services Center (51.42 Board-Oneida, Vilas and Forest Counties)
- Northwoods Epilepsy Association, Rhinelander

W.A.V.A.E. - Special Needs Division "Special Needs News."

Wisconsin Association for Retarded Citizens, 351 West Washington Avenue, Madison, 53703. "The Wisconsin ARC News."

Wisconsin Vocational Studies Center, 321 Education Building, Box 49, Madison, Wisconsin, 53706. Free Loan Library, "Home Economics - Special Education."

DISTRICT: North Central Vocational, Technical
and Adult Education District
1000 Schofield Avenue
Wausau, Wisconsin 54401
(715) 675-3331

DISTRICT DIRECTOR: Lawrence B. Hoyt

PROJECT TITLE: Consumer Homemaking For Disadvantaged Residents of North Central VTAE District Utilizing a Mobile Van

PROJECT DIRECTOR: June Fredericksen, Consumer Home Economist

PROJECT TITLE:

CONSUMER HOMEMAKING FOR DISADVANTAGED RESIDENTS OF NORTH CENTRAL VTAE DISTRICT UTILIZING A MOBILE VAN . . . . A mobile classroom which provides instructional activities in basic consumer related homemaking skills.

TARGET POPULATION(S):

Generally speaking, the population served through this project can be described as living in remote areas of the North Central Vocational, Technical and Adult Education District where adult educational opportunities are unavailable or limited. More specific descriptions include:

- HUD Young Families
- Senior Citizens
- Emotionally Disturbed
- Mentally Retarded
- Hearing Impaired
- Low Income and Geographically Disadvantaged
- Amish Community
- Head Start - Home Start
- Community Action Program
- Unwed Parent Groups
- AFDC Mothers Groups
- Native Americans (Menomonie, Stockbridge, Winnebago and Oneida)
- Vietnamese people

MAJOR OBJECTIVES:

Objectives which relate to the direction and procedures of the project are as follows:

1. To provide consumer and home economics education to disadvantaged residents of North Central VTAE District.
2. To specifically offer consumer and home economics education courses for the Native Americans of Menomonie County.
3. To provide a flexible learning environment (mobile classroom) for use in teaching consumer and home economics courses -- thus bringing educational opportunities to those who do not have transportation.
4. To develop closer working relations with other agencies, such as: Social Services, Vocational Rehabilitation, Community Action, County Extension Service, Head Start Program, WIN Program, and County Housing Development projects for the purpose of helping to identify clients in need of consumer education and to avoid duplication of services.

5. To train project helpers from various neighborhoods to become effective leaders within their communities.

The project's instructional goal is to provide disadvantaged families with an opportunity to gain additional consumer skills and attitudes in such areas as:

1. Managing money, family relationships, and household problems.
2. Providing a comfortable and attractive home within available resources.
3. Preparing nutritionally adequate meals on a limited income.
4. Selecting, storing and preparing food in order to expand family resources.
5. Extending the family clothing dollar through wise selection and care.
6. Adjusting decisions for spending and for household management according to personal and family values.

CLASS SCHEDULING:

Instruction is planned for both day and evening. In this attempt to bring consumer education to the very door of the district's disadvantaged population, classes are scheduled for maximum utilization of the mobile classroom. Where feasible, classes are held at community facilities so that more people have access to the program.

The scheduling procedure in out-reach areas includes an initial community contact by the project coordinator to explain the type of instruction available. When interest is shown, the class offerings are tailored to group needs. In other cases, specific community agencies are contacted. At this point in time, agencies are now contacting the staff to request educational services. These classes, too, are based on client needs, and are frequently extended upon student request. Length of courses, in terms of hours and weeks, is dependent on the subject matter.

STAFFING:

The project is coordinated by a Consumer Home Economist responsible for the development of the programs and classes being offered. As a result of the project's growth and expansion, a part-time assistant has been secured. Instructional staff (part-time, "evening school" and "adult" teachers), when available, live within the community served. Project helpers from various neighborhoods have been used to contact and invite homemakers to classes and assist with problems by providing follow-up of class instruction.

INTER-AGENCY COOPERATION:

Cooperation between project efforts and community agencies and/or programs relates mainly to requests for educational services and referral of clients. Some agencies and/or community programs are:

YWCA
Wisconsin Public Service
Health Care Facilities
Public School Systems-PTA
Status of Women Commission
Dept. of Social Services
Head Start - Home Start
County Nutritional Council
County Commission on Aging

For the purpose of planning and in order to meet local consumer education needs, ad hoc committees assist in planning specific programs. These committee members are representatives from Social Service agencies, Community Action, County Extension Home Economist, County Housing Authority, County Nurse, Vocational Rehabilitation, the consultant from NCTI staff, and other individuals having contact with the disadvantaged within a particular community.

Resource persons, representing community agencies frequently provide input to specialized programs; and agencies frequently co-sponser programs. In one case, CAP requested a three session course entitled "Grow Your Groceries," afterwhich the agency provided seeds, plants, and canning jars to the enrollees.

STUDENT RECRUITMENT AND ATTENDANCE:

Recruiting is achieved through various means:

1. Community contacts by staff.
2. Referrals and requests for services by community agencies and/or programs.
3. Ad hoc committees within a particular community.
4. Individuals within a particular community.

Attendance in all classes is extremely high. This is mainly attributed to excellent teaching, tailoring of classes to meet student needs (within a particular community), and providing suggestions and alternatives related to attendance problems; e.g., conducting a particular class twice in order that parents can alternate child care with other attendees. In addition, courses are cancelled if attendance is low.

MAJOR ACTIVITIES:

The "Classroom on Wheels" offers a host of consumer education classes concerning foods and nutrition, clothing, and other home related money management concerns. More specifically, available instruction relates to the following:

- Money Saving Meals
- Canning and Freezing Foods
- Nutrition For the Elderly
- Feeding Young Children
- Cooking For One or Two
- Saving Food Dollars
- Comprehensive Consumer Education
- Consumer Protection
- Saving Your Clothing
- Money Matters
- Sewing Children's Clothing
- Knitwear on a Budget
- Recycling Clothing
- Sewing Techniques
- How to Hold a Job
- Basic Living Skills
- Decorating on a Budget
- Understanding Children
- First Aid For Homemakers
- Stretching the Buck

Courses successfully completed reflect educational goals of the project*:

Senior Citizens

- Consumer Protection and Consumer Concerns
- Safe Driving
- Simple Home Repairs
- Cooking For One or Two

Emotionally Disturbed

- The Right Change Back
- Home/Health Safety
- Sewing and Mending
- Budget Meals
- Consumer Education

Vietnamese

- Meal Planning
- Food Purchasing
- Food Preparation

Unwed Parents

- Budgeting
- Child Nutrition
- Grocery Buying

Hearing Impaired Students

- Silent Cooking
- The Low and the Deaf

Amish

- Food and Nutrition

Native Americans

- Recycling Clothing
- Food Purchasing
- Sanitation Practices
- Meal Planning
- Comparative Buying
- Food Preparation Techniques

*These are only representative of many successfully completed courses.

ANCILLARY SERVICES:

Public relations activities represent an important service not only to NCTI on a local level but also statewide and nationally. A program has been prepared by staff personnel consisting of action slides representing a cross section of classes conducted through the project. Presentations, to mention a few, include the following meetings and programs:

State Home Economics Convention
WI-ILL Adult Education Assoc. Convention
Developmentally Disabled Assoc. State Meeting
CESA - Wisconsin Rapids

In addition, the project coordinator has served as a consultant regarding the program, and represented NCTI at the Senate Hearing for Older Americans in Wausau, and the Educational Congress on Aging in Madison, Wisconsin. Other activities include that of being a member of a number of local community committees.

EVALUATION:

Student evaluation devices are planned to consider that disadvantaged adults frequently have blocks against school and testing, resulting from past failures. One form used asks students to identify what they liked about the class, best and least, new information learned, and what ideas discussed will be of future use.

Weekly reports about the project identify progress such as number of people contacted, and what was accomplished. The monthly report is a narrative of happenings, including data on number of students, number of classes and locations, and information on agency involvement. Problems as well as positive feedback are included.

INDICATORS OF PROJECT EFFECTIVENESS:

The Consumer Education Mobile Classroom project began in 1971; and since that time, 1) most every small community in every corner of the district has been visited by the "Classroom on Wheels," and 2) the program served nearly four times as many disadvantaged persons in 1975-76 as during the first year of operation.

Data for the project year of 1975-76 showed:

1. classes were held in thirty-three locations (six not previously served).
2. thirteen agencies cooperated in student recruiting.
3. approximately 9,000 miles were covered by the mobile unit.
4. the classroom was on the road almost every school day during the year.

Continuing requests for consumer classes and the slide presentation are further indicators of effectiveness, including an abundance of support letters by community agencies.

In terms of student results, an example is that of a class in draperies which provided members with job training. These students are employed with a drapery studio.

OF SPECIAL INTEREST:

In support of this mobile classroom concept, the individuals served are most frequently those who would neither attend other educational opportunities nor would they attend classes consisting of large numbers. The mobile unit offers the type of atmosphere that attracts these persons, and after once attending they are anxious for more. Because of the special needs of these students, teaching aids such as charts and pictures have been devised in the Art Department at NCTI. These are designed to be easily understood, including readability; transportability is also considered. In addition, project staff specially develop and produce many subject matter materials used as classroom handouts.

SELECTED RESOURCE MATERIALS:

PAMPHLETS

Additives and Our Food Heritage
More Than Just a Package
Kraft Foods, Division of Kraftco Corp., Chicago, Illinois, 60690. Free.

After the Kids Have Gone
Feeding the Teen Machine
Is Your Family Eating Right?
General Mills, Consumer Center and Nutrition Dept. First 25 free - $1.50/25 copies.

Are Vegetables Doing Their Thing For You?
Mini Menus For Singles and Doubles
Stokely-VanCamp, Inc., 941 N. Meridian St., Indianapolis, Indiana, 46202.

Be a Smarter Shopper - A Better Cook
A Dozen Ways to Stretch Beef Dollars
A Hog's Not All Chops
New Meat Identity Program
A Steer's Not All Steak
National Livestock and Meat Board, 36 S. Wabash Ave., Chicago, Illinois, 60603.

Breakfast Your Way to a Better Day. Dept. of Home Economics Services, Kellogg Co., Battle Creek, Michigan, 49106. Free.

Can We Eat Well For Less? $0.20.
Feeding Little Folks
Food Before Six. $0.10.
To Your Health - In Your Second 50 Years. $0.20.
Set of 60 Comparison Cards. B043. 57 popular foods, $4.00/set.
National Dairy Council, Chicago, Illinois, 60606.

Don't Get Hooked. Wisconsin Dept. of Agriculture, Central and Southern Wisconsin, 801 W. Badger Road, Madison, Wisconsin, 53713.

Food For Fun
Food for Health
Food for Healthy Boys and Girls
The Division of Health, Nutrition Section, Wisconsin Dept. of Health and Social Services, Box 309, Madison, Wisconsin, 53701.

Foods For Growing Boys and Girls. Dept. of Home Economics Services, Kellogg Co., Battle Creek, Michigan, 49106.

Home Solicitation Selling. Wisconsin Dept. of Justice, Office of Consumer Protection, 114 East, State Capitol, Madison, Wisconsin, 53702.

I Want My Money Back. Consumer Affairs Foundation, Inc., 150 Tremont St., Boston, Massachusetts, 02111.

Three Days to Cancel. Federal Trade Commission, 6th and Pennsylvania Ave., N.W., Washington, D.C., 20580.

The Wisconsin Consumer Act. Div. of Consumer Credit, Office of the Commissioner of Banking, 30 W. Mifflin Street, Madison, Wisconsin, 53703.

AUDIO VISUALS

Anxieties of Children
Discipline and Punishment
Influences on Children
Intellectual Development of Children
McGraw-Hill Films, 1221 Avenue of the Americas, New York, New York, 10020. 4 filmstrip and cassette series, $68.00.

Be a Good Shopper
Iron
Protein
Vitamin A
Your Money's Worth
Extension Home Economics, Kansas State University, Manhatten, Kansas. Films. Cost unknown.

Being a Wise Shopper - More Meat For Your Money
Breakfast 4-4-3-2 Way
Changing Food Needs of the Family
Feeding Young Children
Food For Older Folks
Foods For Teens, Snacks That Count
Getting to Know Vegetables - Serving Fruits and Vegetables
It's Good Food; Keep it Safe

Weight Control
You Are What You Eat
Learning Arts, Box 917, Wichita, Kansas, 67201. Seven minute filmstrips with cassette tapes. Set of 10: $120.00.

Brandwashed
El Gypo
Guard Your Gate
Lemon Aid
Understanding Food Ads
Name Game
Extension Visual Aids, Cooperative Extension Service, 104 Agricultural Administration Bldg., University Park, Pennsylvania, 16802. Filmstrips, $90.00/set.

Communication is an Investment
It Happened on Purpose
What's in a Name
When Fantasy is Reality
The World is Alive
Parent's Magazine Films, Inc., A subsidiary of Parent's Magazine Enterprise, Inc., 52 Vanderbilt Avenue, New York, New York, 10017. 5 filmstrips with tapes.

Deceptive Packaging. Consumers Research, Inc., Washington, New Jersey, 07882. Slides, $30.00.

Read the Label - Set a Better Table. National Audiovisual Center, Washington, D.C., 20409. Film, $58.50.

DISTRICT: Northeast Wisconsin Vocational, Technical and Adult Education District
2740 West Mason Street
Green Bay, Wisconsin 54303
(414) 497-3125

DISTRICT DIRECTOR: K. W. Haubenschild

PROJECT TITLE: Consumer Education for the Disadvantaged/Handicapped

PROJECT DIRECTOR: Nannette Hoppe, Home Economics Coordinator

PROJECT TITLE:

CONSUMER EDUCATION FOR THE DISADVANTAGED/HANDICAPPED . . . . . Development of independent living skills for mentally, emotionally and physically handicapped individuals.

TARGET POPULATION:

This project is designed to meet specific educational needs of the emotionally disturbed, mentally retarded, and handicapped persons enrolled in community centers within the Northeast Wisconsin Vocational, Technical and Adult Education District.

MAJOR OBJECTIVES:

The program's educational focus is to provide individualized educational experiences which will contribute to enrollees':

1. Socialization capabilities
2. Ability to function at fullest potential
3. Personal independency

Instruction to accomplish these goals emphasizes personal development, grooming, hygiene, wardrobe selection, homemaking skills, money management, and occupational orientation.

Other educational goals include orientation to the world of work as well as training and education to fit the needs of each individual assigned to the program.

CLASS SCHEDULING:

In determining the need for educational offerings available through this project, various community agencies were contacted resulting in classes being offered at six centers within the district. Small group instruction is provided in cases where necessary. The number of sessions offered is dependent on a particular center's schedule and client needs. Approximate number of instructional periods at five of the centers for 40 weeks are:

Brown County Mental Health Center - average 15 hours/week
Community Service Center for the Mentally Handicapped - 15 hours/week

Kewaunee County Developmental Center - 5 hours/week
Sheltered Industries, Division of Curative Workshop - 5 hours/week
United Cerebral Palsy - 10 hours/week

STAFFING:

Supervision and administration of the project are accomplished through the Home Economics Division Coordinator in cooperation with the coordinator of programs for the disadvantaged and handicapped. Presently, there are five part-time call-staff instructors certifiable for teaching in their areas of expertise.

INTER-AGENCY COOPERATION:

This project reflects inter-agency cooperative planning and service with six centers:

1. Community Service Center
2. Opportunity Center
3. Sheltered Industries
4. United Cerebral Palsy
5. Brown County Mental Health Center
6. Kewaunee County Development Center

Centers provide the facilities, equipment, and appliances necessary to the program. Audio visual supplies are provided through NWTI in addition to cooperation regarding printing of materials and preparation of teaching aids. In-service training for the NWTI call-staff instructors is provided by each of the centers.

STUDENT RECRUITMENT AND ATTENDANCE:

As a group, class members are clients of six community centers. On an individual basis, each was assigned or suggested for participation in the program by an agency counselor. Attendance is automatically managed by the agencies.

MAJOR ACTIVITIES:

At the time this project was proposed, educational needs were based on the following data:

Brown County Mental Health Center clientele includes the emotionally disturbed and mentally retarded. Need is to prepare the pre-release patient to accept and cope with everyday employment and living problems.

Community Service Center for the Mentally Handicapped. Need is for a staff member to work as a liason between employees at the Sheltered Workshop as well as with other persons in the community in planning occupational experiences and/or extended laboratory experiences in the community for the purpose of preparing the student at the Community Service Center for paid employment. Needs also include the development of consumer and homemaking skills for independent living.

Kewaunee County Development Center for emotionally disturbed and mentally retarded clients. Need is to prepare the pre-release patients to accept and cope with everyday employment and living problems.

Sheltered Industries, Division of Curative Workshop with handicapped clients. Need is for contributing to skills for independent living, especially in the areas of: Personal development, grooming and hygiene; homemaking skills; money management.

United Cerebral Palsy Development Program for Young Adults who are multiply handicapped. Need is for individual instruction in personal development, grooming, hygiene, clothing selection, and homemaking skills.

The program curricula were thus determined through these identified needs. Resulting content areas are:

I. Personal Development and grooming, make up application, hygiene, clothing care, personal relationships. Course titles include:
   a. Personal Development
   b. Grooming
   c. Etiquette and Manners

II. Orientation to the world of work, including self-evaluation, job exploration, job hunting, application, letter writing, resumes, job interviews, community orientation, and on-the-job experiences. Course titles include:
   a. Job Seeking Skills

III. Homemaking and independent living skills, including kitchen organization and equipment, foods and nutrition, selection and care of textile products, maintaining housing and home furnishings, health practices and sanitation. Course titles include:
   a. Basic Cookery for Independent Living
   b. Home Tool Skills
   c. Eat and Reduce
   d. Shopping Techniques

Types of learning experiences most frequently used are applied kinds of activities out into the community, if possible.

ANCILLARY SERVICES:

To coordinate learning techniques with students' personal needs presents opportunities to provide indirect service to class members; e.g., learning shopping techniques through shopping for personal items. For class members, transportation to various community resources is supplied by the individual agencies.

Special kinds of services are available to the participants through their particular agency: counseling, diagnostic testing, etc.

EVALUATION:

In terms of evaluation, many types are currently taking place: The NWTI instructors contribute to Progress Assessment Charts for each student in their classes at Opportunity Center and Sheltered Industries Divisions of Curative Workshop, and also contribute to Individual Program and Assessment Forms for each student in the project classes at Community Service Center and at the Kewaunee County Development Center.

In addition, instructors keep notebook logs of significant behaviors of the participants in these classes. Group meetings and one-to-one conferences between agency staff and the NWTI instructor are held to communicate program objectives, relate client/student needs, and assess student progress.

An evaluation device consisting of open-ended questions relating directly to the program objectives is given to participating agencies for staff completion. Additional comments are requested which concern effectiveness of the program, and includes comments, participation, and reaction of clients. Further evaluation is in terms of state and district requirements.

OF SPECIAL INTEREST:

"Consumer Education for the Disadvantaged/Handicapped" began in the project year 1976-77. Feedback indicates that the classes and NWTI instructors are well received by both agency staff and clients.

To date the following classes and sections have been completed or are currently in session:

7 Sections	Daily Living Aid	45 periods
5 Sections	Job Seeking Skills	18 periods
7 Sections	Leisure Skills	20 periods
3 Sections	Personal Development Etiquette and Manners	16 periods
13 Sections	Personal Development Grooming and Hygiene	16 periods
3 Sections	Eat and Reduce	20 periods
2 Sections	Shopping Techniques	20 periods
2 Sections	Home Tool Skills	20 periods
4 Sections	Basic Cookery	18 periods

SELECTED RESOURCE MATERIALS:

BOOKS

Charm and Poise for Getting Ahead. By Ruth Tolman. Milady Publishing Co., 1975.

Eileen Ford's Book of Model Beauty. By Eileen Ford. Trident Press , New York, 1968.

Elementary Principles of Behavior. By Whaley and Malogg. Meredith Corp., 1971.

Glamour's Beauty and Health Book. Simon and Schuster, 1972.

Planning Meals and Shopping. By Ann A. Weaver. Fearon Publishers, 1970.

Personal Improvement for the Career Woman. By Edith Zepp. MacMillan Co., 1970.

Personal Psychology for Life and Work. By Rita Baltus. McGraw-Hill, 1976.

Personality Development for Business. By Allien Russon. South-Western Publishing Co., 1973.

A Special Picture Cook Book. By Freida Reed Steed. H. & H. Enterprises, Inc., 1974.

Today's Woman. By Helen Whitcomb and Rosalind Lang. McGraw-Hill, 1976.

PAMPHLETS

Cooking from Pictures. By Katherine Staples, North Dakota State University.

Grooming for Men
Grooming for Women
Job Quest Series (3 parts)
Materials Development Center, University of Wisconsin-Stout, Menomonee, Wisconsin.

Life Skills for the Developmental Disabled. George Washington University, 1975.

Meal Planning Guide. Pets Plaza, St. Louis, Missouri, 1969.

Planning, Preparing, and Serving Food. By Margaret Wiinamaki. U. S. Office of Education Grant, #594149-71.

Teaching Aids from Proctor and Gamble. By Jean Learn. Proctor and Gamble Co.

AUDIO VISUALS

Available through the Brown County Library.

Alcohol and You. 16 mm sound film.

Babysitting. Filmstrip, 649.1.

Caring for Children, an Important Job. Filmstrip, 649.1.

Caught in a Rip-Off. 16 mm sound film.

Consumer Power Credit. 16 mm sound film.

Drugs and the Nervous System. 16 mm sound film.

Health, Your Teeth and Their Care. Filmstrip, 617.6.

Point of View. 16 mm sound film.

Posture. Filmstrip, 613.

DISTRICT: Southwest Wisconsin Vocational,
Technical and Adult Education District
Bronson Boulevard
Fennimore, Wisconsin 53809
(608) 822-3262

DISTRICT DIRECTOR: Ronald H. Anderson

PROJECT TITLE: Consumer - Homemaking Mobile Unit for Disadvantaged Families of Southwest Wisconsin.

PROJECT DIRECTOR: Jolly Michel, Home Economics Coordinator

INSTRUCTOR: Linda Bernhardt

PROJECT TITLE:

CONSUMER HOMEMAKING MOBILE UNIT FOR DISADVANTAGED RESIDENTS OF SOUTHWEST WISCONSIN . . . .
Provides educational services to disadvantaged families needing assistance in homemaking skills, personal development, family relations, clothing, housing, and other basic consumer skills through the use of a mobile unit.

TARGET POPULATION(S):

Persons reached through the "Consumer Homemaking Mobile Classroom" are rural men and women, educationally and economically disadvantaged who have transportation problems and are not able to commute to a central campus location. Elderly and Senior Citizens and un-wed mother groups represent some of the more specific populations served.

MAJOR OBJECTIVES:

The objectives of the project "Consumer Homemaking Mobile Classroom," general and specific, are as follows:

General Objectives:

1. To provide consumer homemaking information to disadvantaged residents throughout southwest Wisconsin.
2. To provide a mobile unit for use in teaching consumer homemaking courses, thus bringing educational opportunities to those who do not have transportation.
3. To help them become a self-supporting family unit that can function together effectively without depending upon necessary public agencies.

Specific Objectives:

1. To provide homemaking skills, and education in all aspects of family life and living, including clothing, housing, nutrition and foods.
2. To help individual family members and the family unit with goal setting and decision making.
3. To assist the family in the management and use of their resources to include family budgeting.
4. To help members of the family develop more positive self-concepts and grow socially, mentally and emotionally.

5. To provide experiences which would help improve family relationships, through the understanding of self and others.
6. To help parents understand the problems of their children and be better able to cope with them.
7. To educate persons so that they realize their potential and utilize their capacities for employment.
8. To acquaint family members with services available through the various agencies.

CLASS SCHEDULING:

Series of classes available through the Mobile Classroom are offered weekly, at two or three hour sessions for a total of six to twelve hours. Scheduling i flexible in order to meet the needs of a particular community. A semester program is prepared from which series of classes can be selected by prospective students; also, special topics are offered upon request as one-time programs. Afterwhich, time and location are determined and the course is verified and publicized. In regards to location, scheduling of courses for the entire district is done as far in advance as possible to ensure the most efficient use of the mobile units. Class-sizes range from five to twenty-two in number.

STAFFING:

The Mobile Unit project is supervised by the district's Home Economics Coordinator. A home economist specialized in consumer education serves as the main instructor on a full-time basis. Part-time staff are secured as dictated by class offerings. Acting as consultants to the project are the Community Services Administrator and the Adult Education Coordinator. In addition, an advisory committee has been formed consisting of approximately sixteen persons representing community agencies and homemakers from the five countiesof which the district is comprised. This advisory committee meets twice yearly: beginning of the year and at the end. Assistance from this committee includes such activities as:

1. Provide referrals
2. Provide requests for educational service
3. Serve as public relations persons
4. Identify key groups or contact persons for instructor to work with
5. Distribute brochures
6. Identify problems
7. Suggest types of classes to be offered

INTER-AGENCY COOPERATION:

The Community Action Program, Senior Citizens, Social Service, County Nurse, and W.I.N. are the major public agencies which refer individuals to the classes. In addition, the project's consumer education instructor in conjunction with U.W.-Extension has presented special interest programs.

STUDENT RECRUITMENT AND ATTENDANCE:

Agency referrals and individual requests are the main means to establishing courses. A key person within a specific community is identified by the instructor to assist with distributing brochures and identifying topics of interest for a group of prospective students. After a particular topic has been selected, project staff verifies time and place. The contact person receives this information including additional brochures and class lists, as well as a self-addressed postcard in case of questions, etc. Classes are publicized through news releases, fliers, and personal contacts. The instructor also speaks to community service organizations which provides further visibility for the project.

Attendance at classes is excellent. Suggested factors which may contribute to this area are:

1. Easy accessibility to the classroom
2. The Weekly Surprise Feature (e.g., patterns to trace, quilting example, sample of cake mix, etc.) given to each member, and
3. The Library of Patterns, for loan, donated by the community. As a special incentive, the C.A.P. awarded a blanket for the most hours of class attendance.

MAJOR ACTIVITIES:

Class series are offered on a variety of topics. Generally speaking, the consumer/homemaking areas covered are as follows:

Family Living and Child Development
- understanding ourselves
- understanding children
- getting along with others
- communicating effectively

Clothing and Textiles
- care and repair
- selection of fabrics and materials

- remodeling and recycling
- sewing simple clothing

Housing and Home Furnishings
- studying energy and ecology
- decorating on a budget
- renting vs. buying
- learning simple home repairs

Foods and Nutrition
- shopping wisely
- preparing nutritious meals
- making your own mixes
- preserving food in various ways
- studying food additives

Money Management
- balancing a budget
- avoiding gyps and frauds
- becoming aware of new consumer protection laws
- learning how to get and hold a job

From these areas a semester program of specific courses is developed from which participants can identify topics to be offered for instruction.

ANCILLARY SERVICES:

Information regarding additional SWTI educational offerings and services is provided to class members by the project's instructional staff. This includes encouraging students to gain additional education.

If class members indicate problem areas and/or concerns, the staff readily refers them to an appropriate agency. In the case of students' consumer problems, the instructor will assist in handling these matters to familiarize them with the process. A consumer education newsletter "Consumer Karate" is printed monthly to keep persons abreast of changing consumer information and legislation.

To facilitate the babysitting situation, a system has been developed by which the responsibility for the children rotates within a given group of class members. Because the classroom is mobile, individuals' homes can serve as babysitting facilities.

EVALUATION:

Evaluation of the project is achieved by a variety of means. In addition to the district and state final reports, each series of classes are evaluated at the conclusion. The means by which this is accomplished, is through student evaluation in terms of their perceptions of the class. Some agencies require evaluation by the project staff regarding their clients; e.g., C.I.T.A. forms through C.A.P.

Scheduling of classes far in advance and requests for more classes than can be scheduled provides additional credence to the "Consumer Homemaking Mobile Unit" project. Another form of evaluation and support is provided by the many unsolicited letters sent to newspapers within the district, to SWTI, and project staff by satisfied class members.

INDICATORS OF PROJECT EFFECTIVENESS:

Individual's self-concept increased through constructing a successful project and desired more types of classes.

Children expressed delight and pleasure over garments constructed for them by their mothers.

Greater consumer action exhibited by members, such as issuing a complaint because of a large discrepancy between cost estimates.

Members became interested in pending consumer legislation as to procedures to affect legislation.

OF SPECIAL INTEREST:

The mobile unit provides a unique Consumer Homemaking classroom for the Southwest Wisconsin Vocational, Technical and Adult Education District. In this district there are thirty-five persons per square mile needing educational opportunities. This poses not only an educational problem, but also a transportation problem for many persons. Through the mobile unit, classes are convenient time-wise as well as location-wise and are easily accessible to the district's population as a whole. This unique classroom contains facilities for food and clothing instruction as well as seating for eighteen students, and provides an informal classroom atmosphere to encourage greater participation on the part of all class members.

SELECTED RESOURCE MATERIALS:

BOOKS

Consumer Choice Behavior. Hansen. 91374. $12.95.
Consumerism. Aaker, Day. 90007. Paperback, $6.95.
The Poor Pay More. Caplovitz. 90525. Paperback, $2.95.
The Free Press, MacMillan Publishing Co., Inc., 2000 Brown Street, Riverside, New Jersey, 08075.

Consumer Related Math 1976. Kravitz, W. TG. Bulk #18-133. $2.25.
Consumer Related Math 76. Kravitz, W. D/M. Bulk #000-000-Rack #1-16123. $15.99.
Consumer Related Math 1976 Ed. Kravitz, W. Bulk #20-201. $7.14.
A Trouble Shooting Math Skill. Bernstin. Bulk #20-201. $6.48.
Holt, Rinehart and Winston, P.O. Box 95654, Chicago, Illinois, 60690.

The First Three Years of Life. Prentice-Hall, Inc., P.O. Box 10406, Newark, New Jersey, 07101. $7.00.

I Saw a Purple Cow. Par Project, Dept. P.T., 464 Central, Northfield, Illinois, 60093. Paperback, $2.95.

A Pumpkin in a Pear Tree. By Ann Cole, Carolyn Haas, Elizabeth Heller, Betty Weinberger. Little, Brown and Co., 34 Beacon Street, Boston, Massachusetts, 02106. SBN 0-316-15111-4. $3.95.

Strategies for Getting the Job You Want Now. Pilot Books, 347 Fifth Ave., New York, New York, 53809. $2.75.

Supermarket Counter Power. By Adeline Garner Shell. Warner Paperback Library, 75 Rockefeller Plaza, New York, New York, 10019. Paperbacks, $25.00.

Time Use: A Measurer of Household Production of Family Foods and Services. Kathryn E. Walker and Margaret E. Woods. American Home Economics Assn., 2010 Massachusetts Ave., N.W., Washington, D.C., 20036. $15.00.

PAMPHLETS

Butterick Home Decorating Handbook. Butterick Publishing, P.O. Box 1914, Altoona, Pennsylvania, 16603. $2.96.

Consumer Education in an Age of Adaptation. ER7. $2.00.
Floor Coverings. ER5. $2.00.
Portable Appliances. ER6. $5.00.
Association-Sterling Films, Inc., Agents for Sears Consumer Information Service, 512 Burlington Ave., LaGrange, Illinois, 60525.

Section A: Elementary Property and Important Financial Relationships. $2.00.
Section B: Taxes, Gifts, and Help for the Widow. $2.00.
American Institute for Economic Research, Great Barrington, Massachusetts, 01230.

FDA Consumer. Superintendent of Documents, U.S. Govt. Printing Office, Washington, D.C., 20402. HE 20:4010. $8.55.

Handbook on Consumer Fraud and Unfair Business Practices. The State of Wisconsin Dept. of Justice, Attn: J. D. Jeffries, Asst. Attorney General, Madison, Wisconsin, 53702. $3.00.

Handbook of Food Preparation. American Home Economics Assn., 2010 Massachusetts Ave., N.W., Washington, D.C., 20036. #1414-3. $4.00.

How to Decide: A Guide for Women. College Entrance Exam Board, Box 2815, Princeton, New Jersey, 08540. Item 5386586. $5.95.

Insights: Consumer Spending Power: What are the Issues? J. C. Penney Co., Inc., Educational Relations, 1301 Avenue of the Americas, New York, New York, 10019. 84775. $1.25.

Teaching a Course in Personal Economics. Social Studies School Service, 10,000 Culver Blvd., Dept. 88, P.O. Box 802, Culver City, California, 90230. JCEE127. $3.00.

PERIODICALS

Consumer Survival Kit - one year's issues. Consumer Survival Kit, Box 1975, Owings Mills, Maryland, 21117. $26.00

Everybody's Money, The Consumer Quarterly. Everybody's Money, Box 431, Madison, Wisconsin, 53701. $1.00.

AUDIO VISUALS

Advertising and the Consumer
Consumer Be Warned
Photoart Visual Service Corp., 840-44 N. Plankiton Ave., Milwaukee, Wisconsin, 53202. $30.00/each.

Be a Better Shopper. James R. Griffith, Coord., Visual Comm.-Cornell University, 412 Roberts Hall, Ithaca, New York, 14853. Slide set, $25.00.

Budget Decorating. 49 slides, $18.00.
Furnishing Your Apartment. 66 slides, $20.00.
Home Care. 59 slides, $18.00.
Visual Communication Office, 412 Roberts Hall, Cornell University, Ithaca, New York, 14853.

Consumer Ed. Doubleday Multimedia, P.O. Box C - 19518, Irvine, California, 92713. SRE w/cassettes 73002-0, $99.50.

Consumer Education Series, Part I. (2E-5-4) F606-837A, } $136.00 w/cassettes.
Consumer Education Series, Part II. (2E-5-5) F607-833A, }
Money for Sale. (2E-10-2-1) F1265-123A, $68.00.
Aims Instructional Media Services, Inc., P.O. Box 1010, Hollywood, California, 90028.

Consumer Tapes. MacMillan Publishing Co., Inc., P.O. Box 2472, Church St. Station, New York, New York, 10008. CPLT Set 12 Cass.-Visedcorp. (501-520-C6-90), $109.90.

Let's Get Organized. Tupperware Home Parties, Dept. ES-1, Orlando, Florida, 32802. $4.75.

Meat: The Economics Story. National Livestock and Meat Board, 36 S. Wabash Ave., Chicago, Illinois, 60603. A consumer educ. kit, $10.00.

ADDITIONAL RESOURCES

Advertising. $12.00.
Budgeting. $12.50.
Comparison Shopping. $12.50.
Consumer Contracts. $12.50.
Consumer Rights. $12.50.
Credit. $12.50.
Financing a Car. $12.50.
Food Additives. $12.50.
Housing. $12.50.
Inflation. $12.50.
Labels. $12.50.
Payroll Deductions. $12.50.
Savings. $12.50.
Unigraph Products, A Division of United Graphics, Inc., P.O. Box 24287, Seattle, Washington, 98124.

American Council on Consumer Interests - Annual fees for membership subscription. American Council on Consumer, 162 Standley Hall, University of Missouri, Columbia, Missouri, 65201. $10.00.

Career Education Learning Packages. Ben, Carlson and Larsen, 2029 Palace Avenue, St. Paul, Minnesota, 55105. $58.00.

Classroom Money Management Kit. CUNA Mutual Insurance Society, P.O. Box 391, Madison, Wisconsin, 53701. $9.96.

Consumer Advertising Kit with cassette. $7.00.
Foods Unit. $3.75.
Personal Care Unit. $3.00.
Public Relations Guide. $2.75.
The Proctor and Gamble Co., P.O. Box 14465, Cincinnati, Ohio, 45214.

Food Storage and Freezing Kit. Tupperware Home Parties, Educational Services, Orlando, Florida, 32802.

Moving to Metric Kit. Corning Glass Works, Products Information Dept., Bldg. E-1T, Corning, New York, 14830. $8.00.

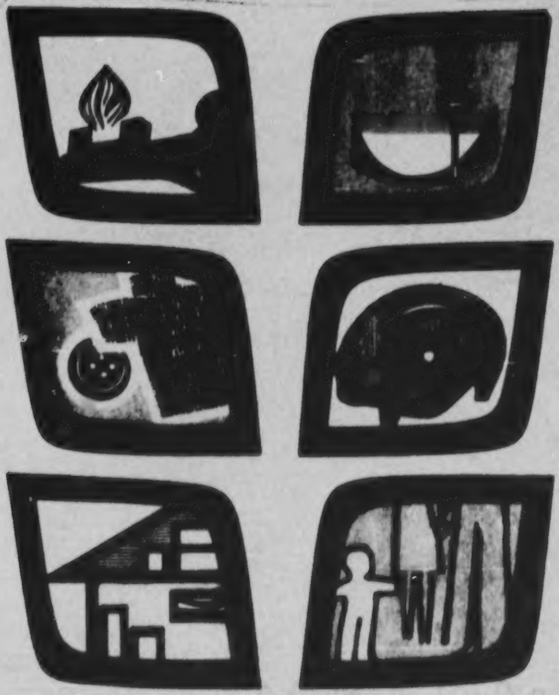
DISTRICT: Vocational, Technical and Adult Education District 1
620 West Clairemont Avenue
Eau Claire, Wisconsin 54701
(715) 836-3911

DISTRICT DIRECTOR: Norbert K. Wurtzel

PROJECT TITLE: Group Procedures in Rehabilitating Mental Patients

PROJECT DIRECTOR: Marian Timmerman, Home Economics Coordinator

INSTRUCTOR: Lois Chase



PROJECT TITLE:

GROUP PROCEDURES IN REHABILITATING MENTAL PATIENTS . . . . . . A project commonly identified as "Community Living" involves a series of group educational experiences relating to daily living skills and personal development necessary for successful independent and semi-independent living.

TARGET POPULATION(S):

"Community Living" is designed to meet the needs of persons (rural and urban) residing at the Eau Claire Health Care Center. This population includes both emotionally disturbed and mentally retarded individuals.

MAJOR OBJECTIVES:

The intent of project "Community Living" is to:

1. Assist persons in developing everyday living skills, realizing individual maximum potential.
2. Maintain individual functioning at highest level possible.
3. Prevent individuals from withdrawing into self with little or no awareness of others, of surroundings or happenings.

CLASS SCHEDULING:

A series of classes is organized upon request from the Eau Claire Health Care Center. The yearly schedule consists of three eight-week sessions of two one-hour classes per week to be held at the Center. Course content for each eight-week session is discussed and planned during a meeting prior to course inception between the Center's occupational therapist and the District One instructor.

STAFFING:

The project is staffed by a home economics trained teacher experienced in working with emotionally disturbed and mentally retarded individuals. Special instructor qualifications include adeptness at socialization procedures and/or skills as well as creating a positive learning environment.

INTER-AGENCY COOPERATION:

Representatives from all interested and concerned groups meet annually to review progress and to discuss further means to meet the needs of the residents of the Eau Claire Mental Health Care Center. Agencies and groups represented include County Extension, Career Development, Social Services, VTAE District One and the Health Care Center. Group input is utilized in planning future course content and activities.

STUDENT RECRUITMENT AND ATTENDANCE:

The professional staff of the Eau Claime Mental Health Care Center identified as closely as possible those individuals who they feel would benefit most from attendance in the eight-week "Community Living" skill classes. Once an individual is selected as a prospective participant, that person may freely choose to attend the series or not. Future prospect of release of the individual from the Center to independent or semi-independent living is a major consideration for selection. Persons selected to participate in the course individually determine whether or not to attend a session. Selection to the group is considered highly desirable and therefore is viewed as a reward.

MAJOR ACTIVITIES:

Developing home economics related skills, furthering the socialization process and promoting individual responsibility are the emphases on which the "Community Living" course content and teaching activities are based. These also correlate with the future living skills needed by the participants upon their release from the Health Care Center. The class activities and specific instructional strategies are designed to maximize personal growth while considering individual capabilities and needs. For example:

"Out and About" is an instructional unit designed to expose individuals to community facilities and the services provided. By either public bus service or Center van, the public library and post office are visited. Activities include use of stamp machine and acquiring money orders pre-prepared for the class. Groceries are planned for by class members and purchased for picnics. Learning to order a meal and paying the bill are skills developed through eating at a restaurant.

The "Clothing Upkeep" unit follows through activities such as sorting clothes, stain removal, use of machines and actual washing and drying of clothes, pressing and care of iron, and clothing repair. A field trip to a community laundromat is an integral part of the planned activities.

Areas included in the "Meal Preparation" unit are meal planning and management, nutrition, cooking skills, money management, food shopping and storage, and use of leftovers. Further activities include table setting, serving of food, and manners; e.g., table topics, introduction of guests.

ANCILLARY SERVICES:

Services such as career planning etc. are provided through the Health Care Center. However, the course instructor communicates concerns related to the physical and emotional health of the students, observed through interaction, to the Center's professional staff for consideration and acting upon.

EVALUATION:

At the conclusion of each eight-week series of classes the instructor presents individual patient evaluations to the Health Care Center's occupational therapist. These written evaluations include statements in regard to students' class acquired skills and social improvements which have been recorded in a log by the instructor throughout the series of classes. Relevant comments by the students are documented. Also of noteworthiness are personal difficulties as experienced by students as well as their successes in overcoming physical handicaps. These evaluations/reports are discussed at the conclusion of each eight-week session by both the District One teacher and the Center's occupational therapist. At this time, suggestions are made regarding future course content, appropriate teaching strategies, and effective ways of relating to the students.

INDICATORS OF PROJECT EFFECTIVENESS:

A class member exhibits positive behavior changes in regular living situations as observed and reported by a Center staff member to the class instructor.

While out in the community, the instructor will occasionally meet and speak with former students who appear to be functioning adequately in their independent or semi-independent living situation.

The Eau Claire Health Care Center regularly requests that the series of classes be continued regardless of increase in cost to the agency.

OF SPECIAL INTEREST:

The Eau Claire penal system requested a similar series of classes relating to home economics skills to be taught to a group of selected inmates. These weekly classes are now successfully in operation with plans for continuation in the future.

SELECTED RESOURCE MATERIALS:

PAMPHLETS

Be a Sharp Shopper
The Game is: Pop that Pep
Games Women Play
Should I Borrow?
Sources of Help
To Use Money Wisely
What's My Line?
Materials developed by home economists at Vocational, Technical and Adult Education District One, 620 W. Clairemont Avenue, Eau Claire, Wisconsin, 54701.

Cooking for One or Two. Developed by Ms. Lois Chase, Instructor, Vocational, Technical and Adult Education District One, 620 W. Clairemont Avenue, Eau Claire, Wisconsin, 54701.

Food for You and Your Family. General Foods Kitchens, General Foods Corp., White Plains, New York, 10625.

Helping Children Make Choices. By Mrs. Betty Gutner. Vocational, Technical and Adult Education District One, 620 W. Clairemont Avenue, Eau Claire, Wisconsin, 54701.

ADDITIONAL RESOURCES

EKCO Calculator. EKCO Housewares Co., Franklin Park, Illinois. Gives cost by ounce, pound, pint or quart.

Local telephone company provides necessary resources for class activity of learning to use the telephone.

DISTRICT: Area Vocational, Technical and Adult
Education District No. 4
211 North Carroll Street
Madison, Wisconsin 53703
(608) 266-5100

DISTRICT DIRECTOR: Norman P. Mitby

PROJECT TITLE: Consumer and Homemaking Disadvantaged

PROJECT DIRECTOR: Lois N. Farnsworth, Home Economics Chairman

INSTRUCTORS: Althea Smith and Nan Cnare
Educational Services, Dane County
Department of Social Services

PROJECT TITLE:

CONSUMER AND HOMEMAKING DISADVANTAGED . . . .
Educational offerings for referrals from Dane County Social Services which include both discussion groups and skill development classes related to consumer and homemaking activities.

TARGET POPULATION(S):

"Consumer and Homemaking Disadvantaged" project provides course related services for low income persons with varying educational needs. Single parents, elderly persons, developmentally disabled and emotionally disturbed individuals, and alcoholic referrals are representative of the population served.

MAJOR OBJECTIVES:

The project is designed to achieve the following objectives:

1. For disadvantaged to improve personal appearance and increase their spending power by making clothes for themselves and other members of their families.
2. For disadvantaged to improve home appearance.
3. For single pregnant girls to understand the process of development of the embryo, the health care needed by the pregnant woman, and the process of natural childbirth, as well as care of the infant.
4. For parents to be effective in their function as a parent.
5. For parents to understand the growth and development of children and what to expect at various ages.
6. For disadvantaged to improve self-concept.
7. To develop positive attitudes toward other people, the community in which one lives, and society in general.
8. For physically, mentally handicapped persons to develop independent living skills.

CLASS SCHEDULING:

Course series range from six to ten weeks duration throughout the year. Educational offerings are based on the needs and interests of clients identified by Social Service personnel; and groups are then organized by the agency. Additional educational activities are provided upon requests from groups already established and for referrals from other agencies within the community.

STAFFING:

Because the "Consumer and Homemaking Disadvantaged" project is in cooperation with the Dane County Social Services Agency, the course organizational responsibilities originate within that department's educational services. Madison Area Technical College call staff are secured to instruct the classes. Homemaker aides employed by the agency are also utilized in the program. In addition, University of Wisconsin-Madison students and Social Service staff participate as indicated by need.

INTER-AGENCY COOPERATION:

The "Consumer and Homemaking Disadvantaged" project is basically a cooperative effort between Dane County Social Services and Madison Area Technical College to provide educational services for persons recommended to the agency, persons who seek help voluntarily, and persons who are clients of the court. Other agency involvement includes Dane County Mental Health, Nutritional Council, Independent Living Program, and Dane County Extension. Cooperation between agencies includes course involvement and client referrals.

STUDENT RECRUITMENT AND ATTENDANCE:

The main means of procuring students for instructional purposes is through the Social Service staff who identify clients' needs and interests through their normal course of responsibilities. Course offerings are advertised through the agency newsletter. In addition, other agencies within the community frequently request project related courses for their clients.

Regular attendance at classes is encouraged in a variety of ways. These include convenient location of class, personal "one to one" contact by staff social worker, agency provided babysitters and transportation, and use of homemaker para-professionals. The homemaker aides assist agency personnel with food and sewing activities in order to provide "one to one" help for clients which is part of a major Social Service plan.

MAJOR ACTIVITIES:

Educational activities include both discussion groups and skill development classes. Examples of past and present activities are as follows:

1. M.A.T.C.-Dane County Social Services adult discussion group for those who have problems with their daily life in managing their income, handling their children, etc. Curriculum includes discussions on budgeting, growth and development of children, and any facet of family living that the class members wish to discuss.
2. M.A.T.C.-Dane County Social Services adult discussion group consisting of foster parents who have been referred to Dane County Social Services. These parents are having problems managing their foster children. Discussion includes the growth and development of children so the foster parents know what to expect of children at various ages.
3. M.A.T.C.-Dane County Social Services childbirth and infant care classes for pregnant single girls.
4. M.A.T.C.-Dane County Social Services discussion groups for unwed mothers of infants and toddlers.
5. M.A.T.C.-Dane County Social Services discussion groups for mothers who feel a need to belong to a peer group, to build self-esteem and self-confidence.
6. M.A.T.C.-Dane County Social Services discussion groups for parents who want help in curbing discipline problems which they recognize.
7. M.A.T.C.-Dane County Social Services classes on behavior modification to change unacceptable behavioral patterns of children.
8. M.A.T.C.-Dane County Social Services classes on clothing construction, repair, remodeling, etc., to improve the personal appearance of the wardrobes of the entire family.

Some specific classes are "Making Toys for Children," "Enjoy Your Baby" for a parenting course for those recently home from the hospital, seasonal food classes; e.g., "Cooking for Summer," and "Clothing Recycling." Sewing courses culminate in a yearly style show of individual sewing projects.

ANCILLARY SERVICES:

Through the project, other community services available to participants are identified, and recommendations and referrals are determined on the basis of individuals' problems and needs. Social Service Agency in-housefacilities are utilized; i.e., counseling services, and other agency activities. In addition to providing needed educational activities, these classes serve as entry level groups leading to utilization of other agencies and participation in additional groups.

EVALUATION:

To determine individual participants' course goals and objectives, a contract approach is utilized. This technique determines what is to be accomplished by the individual during the course, and serves as well as a written commitment on the part of the participant to be an active member in the educational activities. Each participant completes a standard evaluation form prepared by the Dane County Social Service Agency at the conclusion of the course. Aspects of the course are rated according to the individual's perception of course effectiveness. Where applicable, pre and post tests are administered. In addition, staff members working with the project participants continually seek to identify any individual's problems and special needs for acting upon.

INDICATORS OF PROJECT EFFECTIVENESS:

A participant from an isolated rural community began the course with an exceptionally poor self-concept and accompanying behaviors. At the conclusion of the class series, this person participated in the annual style show.

As a participant in a project "Parenting Class," a young parent experienced change in feelings toward her child. Negative feelings became positive and the parent felt better able to relate to her child which eventually strengthened the family.

Beginning as a member of a project sewing group, an individual eventually became employed at the Social Service Clothing Center and now recycles clothing for self and child.

Through group participation, an individual gained enough self-confidence to enable her to assist with Camp Day which is a community project sponsored by Dane County Social Service.

OF SPECIAL INTEREST:

The "Consumer and Homemaking Disadvantaged" project is not limited to a cooperative effort between Madison Area Technical College and Dane County Social Services. Homemaking services are provided for the disadvantaged to the entire District through each of the area coordinators' offices; i.e., Fort Atkinson, Portage, Sauk, Watertown, and East/West Dane.

SELECTED RESOURCE MATERIALS:

PAMPHLETS

Catalog of Learning Aids. Sears, Roebuck and Co., Consumer Information Services, Public Relations Dept., Chicago, Illinois, 60611.

Consumer Fact Sheets. Wisconsin Department of Justice, Office of Consumer Protection, State Capitol, Madison, Wisconsin, 53702.

Consumer Survival Kit. Maryland Center for Public Broadcasting, Owing Mills, Maryland, 21117.

Consumer's Guide to Careful Buying. Wisconsin Department of Agriculture, Division of Dairy, Food and Trade, Hill Farms State Office Building, Madison, Wisconsin.

Guide to Mental Health Education Materials. Alcohol, Drug Abuse, and Mental Health Administration, Printing and Publications Management Section, 5600 Fishers Lane, Rockville, Maryland, 20852.

How to be a Better Shopper. Sperry and Hutchinson Co., Consumer Services, 2900 W. Seminary Drive, Fort Worth, Texas, 76133.

ADDITIONAL RESOURCES

American Medical Association, 535 N. Dearborn St., Chicago, Illinois, 60610.

Consumer Information, Public Documents Distribution Center, Pueblo, Colorado, 81009. Index available on pamphlets.

Dane County Extension Office, Room 114, City-County Bldg., Madison, Wisconsin.

Federal Trade Commission, 6th St. and Pennsylvania Ave., N.W., Washington, D.C., 20580.

Film Library, Division of Health, Department of Health and Social Services, P.O. Box 309, Madison, Wisconsin, 53701.

Johnson Wax, Consumer Education Center, Golden Rondelle, 1525 Howe Street, Racine, Wisconsin, 53403. Booklets on carpet and floor care.

Library-Media Center, Mendota Mental Health Institute, 301 Troy Drive, Madison, Wisconsin.

Money Management Institute, Household Finance Corporation, Prudential Plaza, Chicago, Illinois, 60601.

Public Affairs Pamphlets, 381 Park Avenue South, New York, New York, 10016.

Research Press, Box 31772, Champaign, Illinois, 61820. Catalog "Alternatives on parenting and problem-solving materials."

U. S. Government Publications, Superintendent of Documents, U. S. Printing Office, Washington, D.C., 20402.

DISTRICT: Waukesha County Area Vocational, Technical and Adult Education District
800 Main Street
Pewaukee, Wisconsin 53703
(414) 691-3200

DISTRICT DIRECTOR: Richard T. Anderson

PROJECT TITLE: Emphasis: You Can Do

PROJECT DIRECTOR: Mary Ann Spangler, Continuing Education Coordinator, Home Economics

PROJECT TITLE:

EMPHASIS: YOU CAN DO . . . . Various educational programs designed to meet the consumer/homemaking and personal/social development needs of handicapped and disadvantaged persons.

TARGET POPULATION(S):

"You Can Do" educationally focuses on the following categories of disadvantaged and handicapped persons residing in the Waukesha County Area Vocational, Technical and Adult Education District:

1. The economically disadvantaged
2. The emotionally disturbed
3. The mentally retarded
4. The visually handicapped
5. The physically handicapped
6. The socially handicapped

These disadvantaged and handicapped individuals represent both rural and urban populations.

MAJOR OBJECTIVES:

Generally speaking, the intent of project "You Can Do" is:

1. To provide an opportunity for handicapped to become familiar with adaptive devices and their utilization.
2. To assist the handicapped to be able to function independently in society through assisting in identifying time and energy saving techniques in their day-to-day living activities.
3. To incorporate consumer buying effectiveness in order to assist those on a limited budget to increase their purchasing power.

And more specifically, the project is designed to meet the educational needs of the handicapped/disadvantaged population in regard to the following main subject areas:

1. Consumer Education for the Handicapped/Disadvantaged
2. Foods for the Handicapped/Disadvantaged
3. Clothing for the Handicapped/Disadvantaged
4. Adjustment Skills Implementation for the Emotionally Disturbed

5. Personal and Social Development for the Handicapped
6. Home Management Skills for the Handicapped

CLASS SCHEDULING:

Presently, the two major areas of persons served on a regular basis through the project are day care clients and pre-release clients of hospitals and health centers in the district. One series of classes is offered in blocks of three weeks; that is, three weeks' class attendance, three weeks' non-attendance. The particular offerings are not repeated for a period of at least one year. The particular handicapped and disadvantaged students served by the series are psychiatric day care clients.

Classes for persons to be released from hospitals and health centers are held once a week for two hour time blocks in eight, ten, or twelve week terms determined by students' needs. All other classes for the disadvantaged and handicapped are scheduled after a sufficient number of agency referrals have indicated an interest. The Continuing Education Coordinator, Home Economics, communicates with various district agencies to determine student needs and planning course offerings is a cooperative effort. Institutions and agencies within the district may also request instruction provided through the project.

STAFFING:

Project teaching personnel consists of part-time instructors with experience in special education and/or work with handicapped persons. Instructors have visited St. Coletta's and Guiding Light, institutions for exceptional children, to review resources and educational techniques for utilization in the project's educational activities. Teaching is frequently on a one-to-one basis as student needs and skills are varied. Class size varies due to students' situations and educational goals.

The Continuing Education Coordinator, Home Economics, plans, directs, and coordinates the educational services provided by the project. The consultants to the project, in addition to the Coordinator, are representatives of the involved institutions and agencies; i.e., Guidance Directors, Research Specialist, Special Coordinator Handicapped and Disadvantaged, of WCTI, as well as Northview Home and Hospital, Woodland Health Center, Avalon Manor and Waukesha Park and Recreation Department.

INTER-AGENCY COOPERATION:

Agency cooperation regarding "You Can Do" is in terms of referrals, requests for classes, determining student needs, and co-planning of course content. Some of the cooperating agencies are:

1. Northview Home and Hospital
2. Woodland Health Center
3. Avalon Manor
4. Waukesha Park and Recreation Department
5. Arthritis Association
6. Department of Vocational Rehabilitation
7. Unified Services (arm of Social Services)

STUDENT RECRUITMENT AND ATTENDANCE:

Class participants represent agency referrals or institutionally determined groups. The educational series designed for day care students is uniquely comprised of 50% day care clients and 50% regular students. For regular students, the series of mini-classes, POT POURRI, is advertised via fliers at community locations; e.g., grocery stores, public schools. Enrollment is limited and enrollees must commit themselves to the whole series of classes.

Attendance is facilitated by agencies providing the transportation to class sites at WCTI. Other classes are held on-site at the institution which promotes regular attendance. Generally speaking, class members are self-motivated to attend classes and do so eagerly.

MAJOR ACTIVITIES:

Consumer Education for the Handicapped/Disadvantaged is achieved by:

1. Workshops on buying skills where students are taken to supermarkets and other retail establishments and taught how to look for the best buys.
2. Workshops on how to complain effectively and how to understand the legal rights of the consumer.
3. Workshops on methods of saving money in today's economy by "do it yourself" repair and improvement projects. This type of workshop is taught in a "hands on" method and geared for the handicapped.
4. Workshops on budgeting and financial management.

Food for the Handicapped covers the following areas:

1. Marketing and Meal Planning, Convenience Foods, Kitchen Planning, Kitchen Storage, Lighting, Refrigerator Storage.
2. Food Wraps and Storage Containers, Proper Storage of Fresh Foods, Tricks with Food Wraps, Kitchen Clean-up, Tools and Devices.
3. Food Preparation and Serving: Cutting, Peeling, Dicing and Grating.
4. Food Preparation: Baking and Measuring, Mixing and Beating Main Dishes and Range Top Cooking, Opening Containers, Eating Devices.
5. Transporting and Serving Food: Miscellaneous Cooking Aids, Kitchen Safety, Handling Liquids, Containers, Beverages.
6. Appliances: Selecting Small Appliances, Criteria for Selection, Shopping Advice and What to Look For, Guarantees and Warranties.
7. Specific Appliances for Specific Needs.
8. Selecting Large Appliances.
9. Electricity and Power Requirements for Appliances.
10. Plugs and Outlets: Types of Plugs and Adaptations for Specific Handicaps, Microwave Demonstration.
11. Lecture on Nutrition, Diet, Exercise, etc.

When requested, instructors will assist handicapped homemakers in their homes in selection and use of appliances and equipment as well as use of adaptive devices.

Clothing For the Handicapped provides instruction in the following areas:

1. Personal fit
2. Alteration
3. Special Devices to Accomplish Clothing Construction
4. Fabric Selection for Comfort
5. Special Care

Adjustment Skills For the Emotionally Disturbed includes:

1. "Personal Improvement"
2. "Coping with Kids Stuff"

and other mini-courses; e.g., "Shopping Spree" and "Entertaining" which provide new learning activities, new classmates (50% regular students) and new teachers in order to promote self-assurance and self-confidence.

Personal, Social Development For the Handicapped provides students with assistance in:
Personal grooming, hygiene, clothing selection and maintenance. The course further assists students in identifying positive per-

sonal qualities that each individual should emphasize; to understand how to make the most of themselves so they can give the most to others.

Home Management Skills for the Handicapped: The course is offered within the students' complex or classroom laboratory (group living situations) and deals with cleaning, organization, and supplies; bedmaking; laundry; time and motion management; marketing; food storage and preparation; and clothing repair.

Educational activities relating to the content areas are broad in scope; and where applicable, include laboratory experience, lectures, discussion groups, audio visuals, and field trips to community resources.

ANCILLARY SERVICES:

The programs offered through "Emphasis: You Can Do" are considered a basic step towards a career. That through these educational offerings handicapped/disadvantaged persons are better prepared to move in the direction of further schooling and/or job acquisition. Therefore, an important emphasis of the project within the course offerings is to acquaint students with WCTI services and functions. In addition, instructors refer class members with problems and/or specific needs to appropriate agencies.

Members of WCTI's Handicapped Students Club have shared in the project's classroom experiences for the handicapped and used the equipment so designed. This activity helps to promote the classes and stimulate enrollment.

EVALUATION:

As a form of evaluation, agency representatives and teachers meet to discuss particular students' achievements and growth. And patient logs are kept by agency professionals.

Student evaluations of a course consist of recommendations, and what they perceive as being accomplished. These evaluations are in either written or verbal form.

OF SPECIAL INTEREST:

In the past, an educational program on pre and post natal care, and child care and development was provided to residents of

Rosilie Manor, a home for unwed mothers. Students selected for the course need instruction in caring for their children after leaving the home. Topics included were:

1. Introducing and Personalizing the Class through Values Clarification and Strategies for Human Potential
2. Pregnancy, Birth and the Newborn
3. The Needs of Children
4. The Responsibility Areas of Child Care Lab Sessions in Nursery Setting
5. Physical Development and Safety
6. Exercises and Activities for Infants and Toddlers
7. The Single Parent

Future project plans include reinstating this educational program.

SELECTED RESOURCE MATERIALS:

BOOKS

Independent Living for the Handicapped and the Elderly. By May, Waggoner, Hotte. Boston, Massachusetts: Houghton Mifflin Co., 1974.

Self-Help for the Handicapped - Aids to Independent Living. By Lowman, Klinger. New York, New York: McGraw-Hill Book Co., 1969.

PAMPHLETS

Mealtime Manual for the Aged and Handicapped. By Klinger, Judity, Trieden, Sullivan. Institute of Rehabilitation Medicine.

Self-Help Devices for Rehabilitation. William C. Brown Co., National Foundation for Infantile Paralysis, Dubuque, Iowa.

AUDIO VISUALS

She Can Do it Herself (series). Dept. of Physical Medicine and Rehabilitation, New York University, New York, New York. Filmstrip.

ADDITIONAL SOURCES

Equipment for Physical Medicine and Rehabilitation. J. A. Preston. J. A. Preston Corp., 71 5th Avenue, New York, New York, 10003. Catalog #1080.

DISTRICT: Waukesha County Area Vocational,
Technical and Adult Education District
800 Main Street
Pewaukee, Wisconsin 53072
(414) 691-3200

DISTRICT DIRECTOR: Richard T. Anderson

PROJECT TITLE: People to People - Family Living Education Discussion Groups

PROJECT DIRECTOR: Mary Ann Spangler, Continuing Education Coordinator, Home Economics

INSTRUCTOR: Romona Powers, Special Project Coordinator

PROJECT TITLE:

PEOPLE TO PEOPLE FAMILY LIVING EDUCATION DISCUSSION GROUPS . . . A network of community based, mutual support discussion groups.

TARGET POPULATION(S):

Both rural and urban populations living within the Waukesha Vocational, Technical and Adult Education District are educationally served through this project. The target groups are not necessarily constant; these change as needs are identified and new groups organized. The following common concern groups were scheduled during the Spring, 1977:

1. Parents of Teens
2. Teen Groups
3. Divorced or Separated
4. Learning to Live Alone (Widows & Widowers)
5. Living and Coping with the Child that is Different
6. Middle Years
7. Singles
8. One Day at a Time (Terminally ill, etc.)
9. Handicapped Adults and Their Families
10. Parents of Young Children

MAJOR OBJECTIVES:

The objectives of "People to People Family Living Discussion Groups" are:

1. To unite with other community agencies in the identification of groups and locations for Family Living Education discussion groups.
2. To establish a minimum of twelve discussion groups during second semester of 1976-77.
3. To provide an initial training period and special speakers relating to various aspects of Family Life Education.
4. To provide monthly in-service for the discussion leaders and coordinators centering on group process, societal changes affecting family coping skills, and community based referral agencies.

CLASS SCHEDULING:

Generally, discussion groups meet weekly for a period of eight weeks. Sessions range from one to two hours, days as well as evenings. If desired, an established group will continue to meet for another eight weeks. A schedule of group sessions is prepared for each eight week period and based on identified target groups representing common concerns.

STAFFING:

"People to People" is co-sponsored and jointly coordinated by WCTI and the Mental Health Association in Waukesha County. The WCTI coordinator is responsible for establishing new groups, identifying resources, books and A-V, hiring group leaders and administering in-service. In addition to two coordinators, each discussion group is led by a para-professional trained in group communication and community resources. These leaders are selected on the basis of their ability to identify with a given target group, having encountered similar situations themselves. The Continuing Education Coordinator, Home Economics, is overall supervisor.

INTER-AGENCY COOPERATION:

"People to People" is a joint educational effort between Waukesha County Technical Institute and the Mental Health Association in Waukesha County. Some other area agencies involved are:

1. Lutheran Social Serv.
2. Catholic Social Serv.
3. Family Service.
4. Waukesha Mem. Hosp.
5. Elmbrook Mem. Hosp.
6. Oconomowoc Mem. Hosp.
7. Menomonee Falls Mem. Hospital
8. Northview Hospital
9. Public School Social Worker
10. Public Health Nurse
11. Waukesha County Ministerial Assoc.
12. Mental Health Clinic
13. Social Services
14. Protective Services
15. Parents Help Line

Cooperation includes: 1) requests for a specific discussion group, 2) offers of a financial nature, and 3) professional input.

STUDENT RECRUITMENT AND ATTENDANCE:

A telephone survey sponsored by United Fund established the need for an educational program based on aspects of family life. Specific areas and/or concerns were then identified by rank ordering of problems. This process was conducted by various agencies within the county, and resulted in the "People to People" project, to which these agencies refer their clients.

Additional target groups surface within existing ones and are thus self-perpetuating. Fliers to identify specific discussion groups, including enrollment forms, are provided to referrals, and appropriate agencies for distribution. Group sessions are held at easily accessible locations throughout Waukesha County. Facilities are selected on the basis of being "neutral areas." Groups must include a minimum of eight persons. If a group becomes too large to be effective, another is formed. An open-entry policy exists during the entire eight weeks.

MAJOR ACTIVITIES:

The major activity associated with the "People to People" project is group discussion. The common interest groups determine specific topics of concern for discussion purposes. A suggested guidesheet is available for the individual groups should there be a need in identifying or stating possible topics. The following excerpts from publicity fliers further explain the programs:

Discussion Group - Parents of Teens

> "People to People" is a new program developed to help people get together and share their successes, frustrations and the skills they have learned in coping with them. A parent who has been trained will serve as discussion leader to get the group started. Films and other materials covering a wide range of topics will be available to the group.

Discussion Group - Teen Groups
- how can I make decisions?
- can I learn to get along with others better?
- how do you cope?
- I don't ever have enough spending money
- I need to decide about my future

Discussion Group - Parents of Young Children
- how can I raise my child well?
- which "expert" should I follow?
- what about T.V.?
- what about time for me?

Discussion Group - Middle Years
- caught in the middle?
- kids leaving the nest?
- lessened energy?
- need to develop a new kind of relationship with your spouse?
- concerned about aging parents?

Discussion Group - One Day at a Time (for chronically or terminally ill persons and/or their families)
- an opportunity to share your feelings with others with similar problems and experiences
- let's get together and talk about how we feel

- how can we cope?
- just maybe we can help each other to understand "why"

Discussion Group - Divorced and Separated Women's Group

- I am no longer 1/2 of a whole
- I need to be independent
- how can I get "male" tasks done?
- how can I get my emotional needs met?
- I need to look out for myself now

All types of educational media are used in conjunction with the individual discussion groups: resource persons, current films and filmstrips, current periodicals and newspapers, to mention a few.

ANCILLARY SERVICES:

A point is made to acquaint discussion group members with available community resources. Frequently individuals who need professional assistance will be prompted to seek help; appropriate referrals are then made.

Monthly in-service is conducted for the group leaders and coordinators; emphasis is on group process training, problems incurred, future directions, current societal trends affecting family life, etc.

EVALUATION:

Evaluation devices for the "People to People" project (in addition to state and federal requirements) represent two separate areas: discussion group leaders and group members. Group leaders are asked to assign a value to their own behavior regarding listening skills, communication skills, and leader skills. Evaluation by group members is on a weekly basis for the purpose of future planning. Responses to the statements are in terms of the participant's reactions. In addition, suggestions for improvements, as well as future discussion topics, are requested.

OF SPECIAL INTEREST:

"People to People" is a relatively new project with educational services begun in January, 1977.

SELECTED RESOURCE MATERIALS:

BOOKS

According to Size. By Nora Stirling. Paperback.

The Assertive Woman. By Stanlee Phelps and Nancy Austin. "Assertiveness Quotient Test."

Between Parent and Child. By Dr. Haim Ginott.

The Book of Hope. By J. DeRosis and V. Pellegrino. $9.95.

Changing Parental Attitudes Through Group Discussion. By Carl F. Hereford. $8.50.

College Paperbacks - 1977 (Catalog). Published by New American Library.

The Discovery of Human Potentials. By Gail Carlson and Irene Ruys-Nelson. Paperback.

Divorce. By Elizabeth Ogg.

Dr. Spock Talks About Problems of Parents. By Dr. Benjamin Spock. Paperback, $0.60.

The Dying Person and the Family. By Nancy Doyle.

Facing Life Alone. By Marian Champagne.

The First Three Years of Life. By Burton L. White. "How to Guide Your Child Through the Important Years."

Here I Am. By Walter J. Limbacher. Paperback.

How to Decide. By Nelle Tumlin, J. Prince, and G. P. Miller. $5.95.

How Do Your Children Grow? By Eda LeShan. Paperback.

I'm Not Alone. By Walter J. Limbacker, Ph.D.

Joining Together: Group Therapy and Group Skills. By David W. Johnson and Frank P. Johnson. $6.95

The Joys and Sorrows of Parenthood. By Karl Menninger. $2.95.

Learning Through Discussion. By Nathanial Cantor. Paperback.

Mental Health Education. By Nina Redenour, Ph.D.

The 1976 Annual Handbook for Group Facilitators. Published by Pfeiffer and Jones.

Passages. By Gail Sheehy. $10.95.

Predictable Crises of Adult Life. By Gail Sheehy. $10.95.

Stress Without Distress. By Dr. Hans Selye of the University of Montreal.

What Makes Me Feel This Way. By Eda LeShan. Paperback, $1.25.

When I Say No, I Feel Guilty. By Manual J. Smith, Ph.D.

When You're a Widow. By Clarissa Start. $3.95.

Who Will Raise the Children - New Options for Fathers (& Mothers). By James A. Levine, $8.95.

Widow. By Lynn Caine. $1.75.

The Wonderful Crisis of Middle Age. By Eda LeShan. $7.00.

Your Erroneous Zones. By Dr. Wayne W. Dyer. "First, Love Yourself - You're Worth It."

Your Menopause. By Ruth Carson.

PAMPHLETS

ABC 123 - Early Childhood Education is Essential to Handicapped Children. By Gunnar Dybwad and Edward LaCrosse.

The Mentally Retarded Child Under Five. By Gunnar Dybwad. Published by the National Association for Retarded Children.

Adolescence for Adults
Generation in the Middle
Suicide - the will to die
Published by Blue Cross-Blue Shield, 4115 N. Teutonia Ave., Milwaukee, Wisconsin, 53201.

Attitude Questionnaire #5: What Do I Mean by Love. Questionnaire distributed by Butterick Publishing, 1976.

The Care of the Retarded Child (Therapy and Prognosis)
Child Development in the Home
Children's Play and Social Speech
The Mentally Retarded Child at Home
Moving into Adolescence (Your Child in His Preteens)
Retarded Children of the Poor. A casebook.
The Vulnerable Child. Written by Lois B. Murphy, Ph.D., and Ethel M. Leeper.
The Ways Children Learn. By Lois B. Murphy, Ph.D.
Your Bibliography from the National Clearinghouse for Mental Health Information.
Published by the U.S. Dept. of Health, Education and Welfare Admin., Office of Human Development, 300 S. Wacker Dr., Chicago, Illinois, 60606.

Developmental Checklist for Parents of Young Children. By Collaborative Intake Project. Published by Milwaukee's United Assoc. for Retarded Citizens, 611 E. Wells, Milwaukee, Wisconsin, 53202.

Enjoy Your Child - Ages 1, 2 and 3. Pamphlet No. 141, by James L. Hymes, Jr.
How to Discipline Your Children. Pamphlet No. 154, by Dorothy Baruch.
How to Tell Your Child About Sex. Pamphlet No. 149, by James L. Hymes, Jr.
Male "Menopause" Crisis in the Middle Years. Pamphlet No. 526, by Theodore Irwin.
Three to Six: Your Child Starts to School. Pamphlet No. 163, by James L. Hymes, Jr.
Published by Public Affairs Pamphlets, 381 Park Ave. South, New York, New York, 10016.

Facts About: The Mental Health of Children
Violence at Home
Published by National Institute of Mental Health.

How to Deal With Your Tensions
On Understanding Depression
Published by the National Association for Mental Health.

It's About Time Physical Disabilities Came Out in the Open. Prepared by the Wis. Vocational Studies Center, 321 Education Bldg., Box 49, Madison, Wisconsin, 53706.

Learning Activity Package. Published by Cooperative Education Service Agency (CESA) Number Eight, c/o Kenneth Poppy, 107 N. Douglas Street, Appleton, Wisconsin, 54911.

Medical and Social Management of the Epilepsies. Published by the Epilepsy Foundation of America, 1828 L St., N.W., Suite 406, Washington, D.C., 20036.

Planning for Their Future (Retarded Children). Published by State Bar of Wisconsin, 402 W. Wilson St., Madison, Wisconsin.

Questions and Answers About Drug Abuse. By Robert L. DuPont, M.D., Director of Special Action Office for Drug Abuse Prevention and the National Institute on Drug Abuse, 11400 Rockville Pike, Rockville, Maryland, 20852.

PERIODICALS

Action Guide Lines. Reprint pamphlet of "The First Word" by Michele MacFarlane which appear in the Spring 1973 issue of Mental Health, the Association's quarterly magazine.

"Big Brother and Psychotechnology." Psychology Today, October 1973.

"Child Care by Adolescent Parents." By Vladimir DeLissovoy. Children Today, July-August 1973.

"A Child Needs Tears as Well as Laughter." By Eda LeShan. Woman's Day, January 1973.

"Dessie" - exposed child abuser. The Post, April 1976.

"Every Good Mother Knows When to Break the Rules." By Eda LeShan. Woman's Day, October 1976.

"Five Dangerous Ideas Our Children Have About Life." By Darold A. Treffert, M.D., Family Weekly, September 1976.

"The Function of Stress in the Establishment of the Dual-Career Family. By A. C. Bebbington. Journal and the Family, August 1973.

"Help Me Before I Hurt My Child." By Shirley Streshinsky. Redbook, June 1974.

"How Do Your Children Grow?" By Eda LeShan. Woman's Day, July 1972.

"How Children Learn About Sex and Birth." By Anne C. Bernstein. Psychology Today, January 1976.

"The Pros and Cons of Spanking." By Eda LeShan, Woman's Day, July 1972.

"Talking About Divorce: A Dialogue Between Parent and Child." Ms Magazine, 1977.

"The Time to Let Go." By Eda LeShan. *Woman's Day*, April 1972.

"When a Child is Rude." By Eda LeShan. *Woman's Day*, October 1973.

"Working With High-Risk Families." By Jessica H. Daniel and James N. Hyde, Jr. *Children Today*, November-December 1975.

ADDITIONAL RESOURCES

Expanding Horizons. Newsletter of Parents Without Partners.

The Family Coordinator. Journal published by National Council on Family Relations.

DISTRICT:	Western Wisconsin Vocational, Technical and Adult Education District Sixth and Vine Streets La Crosse, Wisconsin 54601 (608) 782-6238
DISTRICT DIRECTOR:	Charles G. Richardson
PROJECT TITLE:	Providing Consumer Education to Minority Groups in Rural Areas
PROJECT DIRECTOR:	Barbara Walter, Home Economics Chairperson
INSTRUCTOR:	Lila Blackdeer, Project Supervisor

PROJECT TITLE:

PROVIDING CONSUMER EDUCATION TO MINORITY GROUPS IN RURAL AREAS . . . .
Educational activities within the area of clothing construction and consumer education for disadvantaged persons includes a component specifically designed for Native Americans.

TARGET POPULATION(S):

The populations identified to receive the educational services provided by this project are considered rural, disadvantaged persons of the Western Wisconsin Vocational, Technical and Adult Education District. In addition to the general disadvantaged population, specific groups include Native Americans and retired persons.

MAJOR OBJECTIVES:

Long-range objectives of this project are to:

1. Help people help themselves.
2. Help people develop good buying habits.
3. Improve the family's health through personal clothing hygiene.
4. Provide instruction in the management of the clothing dollar.
5. Increase self-esteem through the selection of adequate and appropriate garments.
6. Teach skills and methods of clothing construction.
7. Teach responsibility for the care of family clothing.

Regarding the Native American component, emphasis is on learning consumer concepts through utilizing native skills.

CLASS SCHEDULING:

Classes are scheduled to meet three times a week for sixteen weeks. Class periods are four hours in length. The group instruction is conducted in community buildings at three separate locations. These facilities, available on a rental basis, include two Indian missions and a town hall.

STAFFING:

The educational efforts within the three centers are coordinated by a supervisor. Additional staff includes six part-time instructors, two at each center. These positions were advertised through Wisconsin Job Service and hiring was based on the following criteria which was determined by a local board comprised of persons from the community:

1. Skill oriented
2. Ability to teach
3. Acceptable to community
4. Dependable

WWTI's Home Economics Chairperson is responsible for the total project.

INTER-AGENCY COOPERATION:

The local board functions as a directive for the project, and is comprised of persons representing WWTI, Social Services, Job Service, University Extension and the local churches.

STUDENT RECRUITMENT AND ATTENDANCE:

At the project's inception, publicity was a door to door procedure. Personal contacts by students and teachers continue to be an important factor in recruiting. Within the Indian Missions, recruiting is an organized effort. Wisconsin Job Service and Social Service are major referral agencies. Regular attendance is encouraged through: 1) holding classes at central locations, 2) offering both day and evening classes, and 3) encouraging class members to bring their friends. In actuality, large numbers of attendees take advantage of the instructional program being offered in each center.

MAJOR ACTIVITIES:

The project's educational program is nonsequential and broad in scope in order to meet the needs of the students. The class activities are determined by the students with guidance from the instructor. Because the thrust is consumer education, evaluation of cost and effort is a major concept to be taught.

Native American skills are taught in relation to retaining Indian culture. For example, instruction includes finger weaving (yarn), diagonal weaving of beads, baskets and ribbon constructed during class are sold; e.g., afghans, baby sweaters, etc.

Most class projects relating to Native American skills of a cultural nature are always in demand as there are only a few persons having this expertise. Consequently, items such as baskets, finger weaving, and diagonal bead weaving are sold before completion.

OF SPECIAL INTEREST:

In 1971, a project was funded to allow Western Wisconsin Technical Institute to begin the development of an expanded clothing program through Providing Consumer Education to Disadvantaged Minority Group Members in a Rural Community. The project was originally planned as a four-phase development. The first phase was designated as an investigation period to determine the needs and wants of the target group.

In 1972, because of the survey results, the following areas of instruction were devised in Phase II, in an attempt to serve all segments of the population: Clothing Construction, Quilting, and Indian Arts and Crafts. This instruction began at two educational centers.

The third phase of the project was to continue the operation of the centers since people were attending classes. Emphasis was placed upon the quality of instruction in the educational program.

Phase IV emphasized the quality of instruction in the educational program; however, there was less demand upon the center for providing tools, materials and supplies, as the students brought their own materials for their projects.

Because the project has proven to be successful and students were looking forward to its continuation, plans were made to continue the desired educational programs. Thus Phase V is represented in this report.

SELECTED RESOURCE MATERIALS:

PAMPHLETS

Related to care and selection of fabrics by University of Wisconsin Extension.

ADDITIONAL RESOURCES

Local persons with expertise in culturally related skill.

work. Basic sewing and related fiber techniques are taught in regard to wearing apparel. Class members are encouraged to bring items from home which require alteration and repair. Cost of clothing is evaluated in terms of worthwhileness of construction as opposed to purchasing.

At the end of a sixteen week session, class members participate in a style show. In addition, class projects are displayed in a local clothing store window. An authentic Indian garment is presently under construction. Patterns for projects are usually provided by the class members and exchanged among the group.

ANCILLARY SERVICES:

Information on educational programs, associate degree and diploma, available through WWTI is provided by pamphlets and bulletin board displays. GOAL programs are located at the same facilities as the project's classes, providing visibility to the possibility of further education.

A two day in-service is conducted for all home economics personnel throughout WWTI, including all teaching and administrative staff for this project. These sessions cover such areas as forms and procedures, accountability, continuing education, career offerings available at WWTI, and GED programs; a day is allowed for teaching methods and techniques.

EVALUATION:

Basically, evaluation of the project is in terms of increased attendance and the number of class repeaters. At the completion of each sixteen week session, a meeting is usually held at which the project is discussed and verbally evaluated. Formal evaluation is in regards to state and district reporting requirements.

INDICATORS OF PROJECT EFFECTIVENESS:

Through the class activities, individuals have learned to read and follow patterns, in addition to using a sewing machine and actually constructing a garment. Students have also altered and mended clothing for themselves and members of their families as a means of effective money management. In addition, those individuals having constructed wearing apparel as class projects have realized the cost benefits of such. Many projects

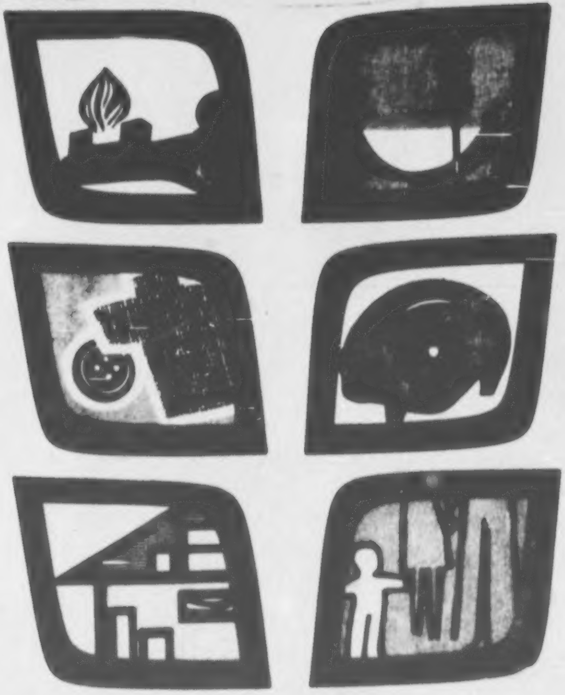
DISTRICT: Western Wisconsin Vocational, Technical and Adult Education District
Sixth and Vine Streets
La Crosse, Wisconsin 54601
(608) 782-6238

DISTRICT DIRECTOR: Charles G. Richardson

PROJECT TITLE: Positive Parenting

PROJECT DIRECTOR: Barbara Walter, Home Economics Chairperson

INSTRUCTOR: Francie Johnson



PROJECT TITLE:

POSITIVE PARENTING . . . .
A project designed to introduce mothers and their children to positive parenting concepts.

TARGET POPULATION(S):

The population educationally served by "Positive Parenting" are urban AFDC recipients and their children ages 0 to 5, who are residents of the Western Wisconsin Vocational, Technical and Adult Education District. These low income parents are approximately 22 years of age, and have an eleventh year education.

MAJOR OBJECTIVES:

Generally speaking, the objectives of the project are as follows:

1. To improve skills involved in the creation of a positive self-image.
2. To improve skills of parenting and school readiness for young children.
3. To provide, if possible, information and activities as requested by parents.
4. To explore career opportunities which will help both parent and child meet the challenge of school and careers.

More specifically, this parent-child learning experience will include:

1. Preparing nutritious snacks. During this period of time they will:
    a. learn the value of good nutrition
    b. learn to read a recipe
    c. learn to shop wisely
    d. be introduced to new foods
    e. be introduced to simple good housekeeping patterns
2. Learning to communicate and interact with each other by:
    a. learning to read stories and/or sing together
    b. learning to create games and toys from simple materials
    c. be introduced to the importance of positive interaction between parent and child

CLASS SCHEDULING:

"Positive Parenting" classes meet for three hours, twice a week for a total of eleven weeks, after which time class members continue to work together in small neighborhood groups. The course is established after each of four Social Service agencies has recruited a maximum of five parents and their preschool children to participate.

STAFFING:

The educational staff for the project is comprised of two home economists with teaching experience as well as two para-professionals having involvement with the Child Development Program at WWTI. Criteria for selecting the para-professionals include: 1) knowledge and experience to assume responsibility, and 2) confidence in one's ability to work with children. The WWTI Home Economics Coordinator acts as supervisor of the total project.

INTER-AGENCY COOPERATION:

Agency cooperation, regarding "Positive Parenting" exists with the following Social Service agencies:

1. Catholic Social Services
2. Lutheran Social Services
3. County Social Services
4. Family Social Services

These agencies are responsible for securing the necessary parents for class membership. Other cooperation has been provided through the University of Wisconsin-LaCrosse by student volunteers from health and child psychology courses serving as teacher aides in the "Positive Parenting" classroom. Volunteers from RSVP have also been utilized.

STUDENT RECRUITMENT AND ATTENDANCE:

Students are recruited not only through the various Social Service agencies but also on recommendations by class members.

Social Service personnel encourage and recommend regular attendance in addition to providing transportation. Bringing friends is also encouraged. An open entry policy exists allowing students to enroll at any time during the year. Part of the format includes holding class sessions in neighborhood homes, thus facilitating attendance.

MAJOR ACTIVITIES:

Classes are structured into three distinct time and activity experiences. To begin, one and a half hours are devoted to child-parent activities. These activities provide opportunities where alternate ways of handling behavioral situations can be exemplified. Some of these activities involve creating toys from simple materials by the parents for and with their children. Then one half hour is devoted to preparing a nutritious snack to be shared by the total group. This serves as a social function enabling child-parent communication; after which time, separate activities (for one hour) are arranged for parents and children. The children, in groups of 0 to 2-1/2 years of age and ages 2-1/2 to 5, are engaged in educational activities relating to their mental and physical development. The parent segment pertains to discussion groups primarily about child development. This includes information on children's growth patterns (i.e., physical, emotional, mental, and social), problems of discipline and any other topics requested by members.

When the eleven week segment of classes is concluded, those mothers and children who have participated in 50% or more of the class sessions will continue to work together in small neighborhood groups. During this period of time, the instructors will try to assist the parents in making some plans to complete high school and/or to select and apply for admission to a diploma or associate degree program at Western Wisconsin Technical Institute. Career information is emphasized during this part of the program and the Vocational Selection Center of WWTI is toured as part of the class activities. Field trips are planned as important activities to integrate discussion concepts with actual experiences of interest to both children and parents. Some of these are: 1) visiting a farm, 2) visiting an airport, 3) visiting a railroad and round house, 4) visiting a fire station, and 5) visiting an art gallery. In addition, community resource persons asked to speak to the classes include: 1) County Health Nurse, 2) Dentist, and 3) County Homemaker.

ANCILLARY SERVICES:

When problems are identified, class members are referred to appropriate agencies. Professionals (e.g., nurse, doctor) are invited to class not only to present information deemed necessary by the instructors, but also to provide students with an opportunity for questions and answers pertaining to their personal needs.

EVALUATION:

In addition to state and district final reports, various types of student evaluations have been utilized. For example, an interview technique was used to eliminate any problems incurred from students' writing abilities. Another variation asked students to rate, on an ascending scale of one to seven, field trips, class projects and discussion periods related to audio-visuals, nutrition, and physical, social and mental development of children. Parents were then asked to rate how their children liked the play activities and toys. Included in this evaluation was a request for comments about the physical, social, and mental changes of the children as observed by the parents.

INDICATORS OF PROJECT EFFECTIVENESS:

One parent, a mother of three young children, became more confident in her role as a mother during her association with the "Positive Parenting" project. She desired to learn alternate methods of child rearing from what she had experienced. Each class project was successfully completed, taken home, and then reported on by the mother as to how each was being used. It was observed that at the conclusion of the class, this mother spoke of positive aspects of herself and the children, and that her personal appearance had greatly improved.

This same family experienced difficulty with budgeting their limited funds. Midpoint in the class a homemaker was welcomed into the home and discussed food from a nutritional and budgetary standpoint. After which time, this mother regularly mentioned the different ways that she was preparing food.

The relationship between this mother and her daughter's Head Start teacher was decidedly lacking. Special emphasis was placed in class on open communication between teachers of public education and parents as an important factor in a child's growth. As a result, the parent and teacher are now on the same side to help the child reach her potential.

OF SPECIAL INTEREST:

The following are activities and projects successfully used in the "Positive Parenting" program:

1. water play	dishpans, funnel, tea strainer, egg separator, film cans, paper towel
2. play dough	1 c. salt, 3 c. flour, 2 Tbl. oil, 1 tsp. alum, 1-1/2 c. boiling water, food color.

		Used with cookie cutters, rolling pins and play dough maker.
3.	Soap suds finger paint	Equal parts soap flakes and water. Beat until stiff-paint on paper sacks or table
4.	Paint	with brushes, objects, toothbrush, hands & marble
5.	string empty spools	onto a leather boot lace
6.	lacing lids	punch holes in plastic lids and lace with shoe lace
7.	tin can drum	cut inner tube in 2 circles and punch holes around edge-lace with leather boot laces
8.	beer cases	Boxes can be used for building anything imaginable, climbing, pulling, pushing and riding in
9.	drawing and coloring	Old computer printouts make good sized sheets of paper for coloring with magic markers or crayons
10.	pasting	Cut pictures from catalogs and paste on paper or in egg cartons
11.	balloons	blow up and bat around. Twist together into animal shapes
12.	draw-a-person	adult draws around child lying on floor and child colors himself lifesized
13.	soft ball of courduroy	easy to handle, roll, throw, feel and lots of colors to look at
14.	tops-in-containers	cut hole in plastic container (like Cool-Whip) and let child put in plastic bottle tops
15.	outdoor play	nature walks, build snowman, shovel walks, slide down snow piles in boxes, run, jump, watch construction projects nearby, shout, laugh
16.	blocks	

Some projects for Mom:

1.	Felt puppets	choice of two
2.	Set of blocks	Cut 2'x4' into blocks 12", 6" and 3". To make 1 set use 6 12", 8

		6" and 8 3" blocks. Sand and either paint or varnish
3.	Tin can drum	3 lb. coffee can and inner tube and leather laces
4.	Flannel board	to teach shapes, letters, numbers, size
5.	Soft corduroy ball	made in 12 pieces stuffed with polyester
6.	Fastening bear	stuffed felt bear has practice zipper, snaps, buttons, velcro, and tying a shoe lace
7.	Touch box	paste items with different textures in an egg carton, cover with wallpaper and talk about it with child
8.	Drop box	cut out cardboard circles of 3 sizes and colors, make slits in top of shoe box and child can drop them in
9.	Hobby Horse	sock stuffed and put on broom stick or closet pole. 36" long. Sock decorated with eyes, nostrils, ears and mane. Use yarn, buttons, felt

SELECTED RESOURCE MATERIALS:

BOOKS

Child Behavior. By Frances Ilg and Louise Bates Ames. New York, New York: Dell Publishing Co., 1960.

Child Development - The Emerging Self. By Don Dinkmeyer. Englewood Cliffs, New Jersey: Prentice Hall, 1965.

Children: Development and Relationships. By Mollie S. Smart and Russell C. Smart. New York, New York: MacMillan Co., 1967.

Felt Toymaking: Advanced Techniques. By Amy Van Gilder. Lippincott, 1967.

How to Parent. By Fitzhugh Dodson. Signet Reference, Los Angeles, California: Nash Publishing, 1971.

The Mother's Almanac. By Marguerite Kelly. New York, New York: Doubleday Co., 1975.

Raising a Responsible Child; Practical Steps to Successful Family Relationships. By Don Dinkmeyer and Gary McKay. New York, New York: Simon and Schuster, 1973.

What to do When "There's Nothing to Do." Boston Children's Medical Center. New York, New York: Dell Publishing Co., 1970.

Your Child's Self-Esteem. By Dorothy C. Briggs. New York, New York: Doubleday, 1970.

PAMPHLETS

Charlie Brown Detective
Home Eye Test for Pre-Schoolers
National Society for the Prevention of Blindness, Inc., 79 Madison Ave., New York, New York, 10016.

Dear Parents of Young Children. Newsletter from Cooperative Extension Service, Michigan State University.

Dental Health for Pre-School Children
Food for Healthy Girls and Boys
Parents be Wise - Immunize
The Division of Health, Wisconsin Dept. of Health and Social Services, Box 309, Madison, Wisconsin, 53701.

Nutrition for Parents and Healthy Babies. Published cooperatively by: The Nutrition Section, State Division of Health; Wisconsin Dept. of Health and Social Services (address above); and the University of Wisconsin Extension.

Mary Mutton and the Meat Group, etc.
Meet Molly-Moo, She's Blue
Gussie Goose - Introduces the Fruit and Vegetables Group
Fred, the Horse That Likes Bread
Four leaflets on the Basic Four Food Groups. United States Dept. of Agriculture, Office of Communication, U.S. Government Printing Office, 1976-777-530/41 Region 8, Washington, D.C.

Your Child's Safety. Metropolitan Life Insurance Co.

PERIODICALS

"Play is Baby's Work." Mother's Manual, Franklin Lake, New Jersey, Nov.-Dec. 1976, p. 30-31.

"Your Child's Dentist." American Baby, Feb. 1977, New York.

AUDIO VISUALS

Jenny Likes Herself. Head Start. Film.

The Understanding Early Childhood Series. Parent's Magazine Enterprises, Inc., 52 Vanderbilt Ave., New York, New York, 10017. 4 groups of child development - each group has 5 filmstrips with narrating records and pamphlets.

DISTRICT: Wisconsin Indianhead Vocational,
Technical and Adult Education District
Box B
Shell Lake, Wisconsin 54871
(715) 468-2815

DISTRICT DIRECTOR: Dr. James Covey

PROJECT TITLE: Family Living Education

PROJECT DIRECTOR: Jean Carlson, Home Economics Coordinator

INSTRUCTORS:
Bonnie Agamaite
Janet Donatell
Claudia Wahlsten
Avalene Swanson

PROJECT TITLE:

FAMILY LIVING EDUCATION . . . .
An educational program to upgrade and develop skills in homemaking and family and community living.

TARGET POPULATION(S):

Persons from the Wisconsin Indianhead VTAE District receiving educational services as a result of the "Family Living Education" project represent a diverse population. Generally speaking, the target populations are groups of educationally deprived individuals from rural and low income backgrounds. More specifically, these groups include the Developmentally Disabled (residents and/or clients of Nursing Homes, Health Centers, Sheltered Workshops, Adult Day Care and Active Treatment), Orientals (Vietnamese and Laotian who are new refugees), American Indians, Single Parents, Social Service and Headstart clients, Senior Citizens, Low-Income Housing residents, and GOAL students on campus.

MAJOR OBJECTIVES:

The "Family Living Education" project is designed to accomplish the following general and specific objectives:

General Objectives:

1. The primary objective of this project is to improve the homemaking skills, and provide information that will enrich the lives of the homemaker and her family.
2. To train and direct social activities that will help the involved family member become a greater asset to the community.
3. To give guidance and training to children of the mothers (if necessary) to enable them to participate in the class.
4. To meet the economic, physical and emotional needs of all age groups from the young unwed mother to the senior citizen.
5. To involve both men and women (on and off campus) in family living classes - thus reaching a total commitment.
6. To cooperate with all community agencies in serving needs of identified disadvantaged people.

7. To provide job orientation for those persons entering the job market.

Specific Objectives:

1. To develop individual self-esteem and self-actualization.
2. To improve the family unit relationship.
3. To provide homemaking education in all facets of family life and living.
4. To make the family unit contributive members to society by developing civic understanding, acquainting participants with all services available through the various agencies, and by totally educating the family.
5. To provide any assistance the family may need where a problem is identified such as medical help, additional training, or providing basic household facilities.
6. To help the homemaker seek goals that will provide the best use of the family's time, money and human resources.
7. To help the homemaker's children to develop socially, emotionally, physically, and mentally so that they form a positive self-concept.
8. To help the elderly with needs, to better cope with their problems by providing meaningful lessons which are planned to correlate with these problems.
9. To help students cope with permanent disabilities of all kinds.
10. To provide a meaningful learning experience for both adults and children through class instruction.
11. To provide specific learning experiences in applying for and holding a job.

CLASS SCHEDULING:

The educational services of the project are provided in each of three major regions within the district. Scheduling is based on the needs within each region. For example:

Ashland and Superior: Classes for two hour time blocks once a week at six centers plus two classes on campus for GOAL students, and two hour blocks of classes for the Housing Authority Agency as demand indicates.

New Richmond: One to two hour blocks of classes at Health Centers, classes for parent/child program for three hours once a week, and classes on campus for GOAL program twice a week for one and one-half hours.

Rice Lake: Classes for two hour blocks at four centers (other classes in planning stage).

STAFFING:

The "Family Living Education" project is coordinated by the District Home Economics Coordinator. Each of the regions maintain a head instructor who is a degreed home economist responsible for supervising personnel, finances, local project activities, evaluation procedures plus public relations and coordination with other community agencies. Other regional staff includes teacher assistants, teacher's aide (para-professional), child development leader (certified), and child development assistant. Persons of the NYC and WIN programs have also assisted in the project.

INTER-AGENCY COOPERATION:

Through contacts and public relations efforts by project staff, coordination exists with an extensive listing of community agencies in the district. These agencies cooperating with the project personnel to educationally serve the disadvantaged are as follows:

- Community Service Agencies
- State and Local Social Service Agencies
- Mental Health Centers
- Public Health Nursing
- Group Health Cooperative of Northern Wisconsin
- County Extension Agencies
- Classroom on Wheels/GOAL
- Half-Way House
- Housing Authorities
- Alcohol Information Services
- Catholic Charities
- Tribal Councils
- Public School System
- Family Planning
- Churches

Cooperation and coordination efforts are in the form of referrals, presentations of special programs and in a few instances, transporting students, child care, and use of facilities. Project staff are often contacted to provide educational services within the realm of the project, to clients of a specific agency.

STUDENT RECRUITMENT AND ATTENDANCE:

The major means of obtaining names of prospective class enrollees is through agency referrals. Educators within the district's vocational school system as well as individuals not associated with any particular agency or institution are also important sources. Follow-up is through letters of invitation and personal contacts. Fliers, mailing inserts, and agency newsletters are important means of advertising classes. In addition, class members are encouraged to bring along friends.

A slide presentation on actual project activities is one means used to inform agencies of the educational services available. This is reinforced by speaking at agency staff meetings as well as making available brochures regarding the program. Agencies either refer clients to the staff to be contacted to join a class or request the educational program for their clients. Transportation, when necessary, is provided for class members as well as child care. The child care leaders have met the qualifications for State Day Care certification and are responsible for developing curriculum to provide safe, educational, and stimulating experiences for the children. In some cases, supplies are furnished to cover basic classroom cooking and serving projects. Students supply their own materials if they desire to continue on with a project. In some cases, students pay a prorated amount to cover supplies for activities in which they participate; e.g., food preparation classes.

Agency personnel also contact referrals to reinforce class membership initiated by project staff. Project and agency staff maintain articulation to encourage regular attendance by class members. In some instances, agency staff further cooperate by transporting clients on the occasion of attending a first class. Those students having transportation are encouraged to transport others. A phone call prior to class meeting as well as "missed you" postcards are strategies used to encourage regular attendance. Project personnel are available to class members via phone or home visit if major difficulties and problems arise.

MAJOR ACTIVITIES:

At course inception, members of weekly classes are surveyed to determine specific areas of interest within the following major teaching units:

1. Food and Nutrition
2. Child Care
3. Clothing
4. Home and Its Furnishings
5. Consumer Information
6. Personal Care
7. Family Relations

8. Community Awareness
9. Leisure Time Activities
10. Social Enrichment

For example, specific areas to be selected within Consumer Information are as follows:

1. Shopping Skills
2. Consumer Credit
3. Consumer Forces
4. Financial Planning and Budgeting
5. Insurance
6. Banking

In addition, class members are asked to indicate interest in obtaining a high school diploma, part-time/full-time vocational programs, and other personal needs and/or interests.

Instructors supplement course offerings, those indicated by interests, if particular areas of concern have been omitted.

In addition to the weekly series featuring multi-teaching units, classes in Consumer Education are offered to persons in the GOAL program, residents of health centers and to persons in other sponsoring agencies and programs. Other specific programs within the confines of the Family Living Teaching Units are also available upon request.

Educational activities within the scope of the project are varied. For example, local politicians campaigning for office served as resource persons for a segment on Government and Community Awareness. Field trips to clothing manufacturers, food processors, and community facilities; e.g., funeral homes, libraries, and Health Centers, are representative of other kinds of educational experiences. Activities to promote responsibility on the part of the students are also emphasized; i.e., a style show planned, organized, and directed by class members. Classes orienting Vietnamese to the American way of life via "Family Living" have been an important part of the total program. A cost-dinner featuring Vietnamese foods prepared by class students was a highly successful community relations activity.

ANCILLARY SERVICES:

A child care program, staffed by state certified personnel, is an important component of the program. Planned activities provide an educational environment to stimulate the intellectual and social growth of class members' children. Potential or existing physical and health problems are frequently identified and explained to parents and are referred to appropriate agencies to facilitate proper development of the child; e.g., speech, orthopedic, teeth concerns. The class members are also referred to appropriate agencies regarding their own problems or concerns as these are expressed and identified; e.g., mental health problems, physical health problems, counseling for additional education or employment, etc.

Where transportation of class members is provided through the project an additional opportunity exists for the instructors to further identify student needs and desires and to encourage GED tests, part-time or full-time vocational training, Drivers Education, Field Service classes, job opportunities, health or dental care, rehabilitation for glasses or school help, etc. However, this type of information is discussed as part of the regular course and includes touring of WITI facilities (conducted by Student Services). Information about available school services is provided at that time.

Home visits, an integral part of the project's educational programs, are mainly the result of class recruiting, referring members to appropriate agencies, and lack of class attendance. These visits are made by all personnel, but primarily by paraprofessionals and the head instructors.

EVALUATION:

Evaluation strategies for the "Family Living" program represent a variety of forms and purposes.

A comprehensive form has been developed to indicate the degree to which the project activities meet the objectives as stated in the proposal. Additional data is recorded such as cooperative efforts between "Family Living" and ABE (Campus and Outreach), as well as efforts with community agencies (referrals to and from). In addition to the state and district required forms, the project staff meets with district personnel and administration to articulate program efforts which are difficult to relate through formal evaluation. A six year evaluation of the "Family Living" program in narrative form has been prepared to provide a total view of the program within that time span. Evaluation regarding the project efforts for special programs (i.e., GOAL and cooperating agencies) differ according to the information deemed necessary for reinforcing the content presented. This type of information is requested by program directors and agency personnel responsible for reinforcing the concept taught, and includes content and detailed follow-up of accomplishments written on a monthly basis. For the Housing Authority phase of the project, information is provided by the staff representative at weekly meetings regarding what has occured that past week, future plans, and any problem areas. Agencies do write letters regarding specific activities in support of the project. These letters are valued as a form of evaluation.

Project personnel maintain every student report sheets to record data useful not only for personal feedback but also for compilations necessary to state and district evaluations. Data related to Personal Accomplishments (e.g., planned better meals, gained career exploration information, improved relationship with children, etc.), Major Accomplishments (e.g., enrolled in ABE, enrolled in school, etc.), Assistance Given (e.g., referred to school counselor, aided to enroll in regular school, etc.), Children's Accomplishments (e.g., improved large motor control, follows directions, etc.) and Specific Objectives as stated on proposal.

Students complete an evaluation indicating their perceptions of the course, instruction and other related points.

INDICATORS OF PROJECT EFFECTIVENESS:

Attending "Family Living" classes for two and one-half years, a class member has completed her GED, is working on Secretarial Skills through WITI "Learning on Wheels" program and is supplementing the family's meager income by sewing for others.

A young class member at the time of her referral was an outpatient of a county health center and her children (five under the age of seven) were in foster homes; through her class endeavors is now able to manage her children and is gradually caring for her entire family.

One class member, a young mother of two preschool children, had never managed money before and was thrilled because she hadn't had any bank overdrafts, was able to budget her money throughout the month, and start a savings account.

Because of the project's Community Involvement segment, one classmate credits her voting for the first time as a result of learning how city government works and every persons' responsibility for it.

OF SPECIAL INTEREST:

In 1975-1976 one regional effort of the "Family Living" project included four short-term occupational classes. Since many students and their spouses need part-time employment to supplement their income, a short training program to train personnel needed in the community served a two-fold purpose. An In-Home Provider course designed to train housewives to care for children in their home, Young Child I & II which are classes to train day care personnel, a Cashier/Check-Out class and Waitress Training were provided. "Family Living" personnel also made information available to wives of students who indicated they desired vocational training when their husbands had completed their programs.

SELECTED RESOURCE MATERIALS:

BOOKS

Better Homes and Gardens Encyclopedia of Cooking (18 volumes). Funk and Wagnalls, Inc., Educational Division, 666 Fifth Avenue, New York, New York, 10019.

Between Parent and Child. By Haim Ginott. New York, New York: MacMillan, 1969. Paperback.

Between Parent and Teenager. By Haim Ginott. New York, New York: MacMillan, 1969.

Changing Children's Behavior. By John D. Krumboltz and Helen B. Krumboltz. Prentice-Hall, Inc., 1972. Paperback $6.50.

Consumer Complaint Guide 1975. By Joseph Rosenbloom. MacMillan Information, A Division of MacMillan Publishing Co., Inc., 866 Third Ave., New York, New York, 10022.

Coping With Children's Misbehavior. By Rudolf Dreikurs. New York, New York: Hawthorne Books, Inc., 1970. Paperback $2.95.

50 Word Games for Consumer Education Classes
50 Word Games for Home Economics Classes. By Ruth Rice.
J. Weston Walch, Publisher, Portland, Maine, 04104.

The Formula Manual, third edition.
The Formula Book II
By Norman H. Stark. Published by Stark Research Corp., Cedarburg, Wisconsin, 53012.

P.E.T. Parent Effectiveness Training. By Thomas Gordon. Plume Books, 1975. Paperback $4.95.

A Parent's Guide to Child Discipline. By Rudolf Dreikurs and Loren Grey. New York, New York: Hawthorne Books, Inc., 1970. Paperback $2.95.

Parents Handbook. By Don Dinkmeyer and Gary D. McKay. American Guidance Service, Inc., Circle Pines, Minnesota, 55014, 1976. Paperback $3.50.

PAMPHLETS

Basic White Bread. Step by step sheet.
Basic White Bread and Sweet Bread. Wall chart.
Blue Bonnet Book of Creative Cookery
Fleischmann's Bake It Easy Yeast Book
New Rapidmix CoolRise Method

continued on next page

Sensible Eating Can be Delicious. Recipes for low saturated fat/low cholesterol diets.
Free educational materials. Limit 25 total per order. Educational Service, Standards, Inc., P.O. Box 2695, Grand Central Station, New York, New York, 10017.

Breads, Breads, Breads
About Flour. Defines terms, types of flour, gluten, etc.
CoolRise Yeast Baking. Wall chart illustrating the CoolRise yeast baking preparation.
Make Your Own Freezer Yeast Doughs
Naturally Good Baking
Order may total 25 of a combination of the above or all of one booklet and be free of cost. Consumer Communications International Multifoods, P.O. Box 2943, Minneapolis, Minnesota, 55402.

Calories and Weight. U.S.D.A. pocket guide. U.S. Dept. of Agriculture, Information Bulletin No. 364. $1.00.

Citrus Fruit and Nutrition
Fat Controlled Meals
State of Florida, Department of Citrus, Lakeland Florida, 33802. Offer limited quantities of booklets free for handouts (including others not listed here).

Consumer Comix, 1975. Wisconsin Department of Justice. Free.

Consumer Guide to Carpet. Allied Chemical Service Bureau, Fibers Division, P.O. Box 2150, Trenton, New Jersey, 08607. Free in quantity.

Feed Your Family Better for Less
Right Eating Keeps You Swinging
Carnation Co., Box 350B, Pico Riveria, California, 90665. Free.

Food Stamps are Marvelous. December 1975. B2040. By Charlotte M. Dunn and Barbara Rici, University of Wisconsin Extension. $0.15.

How to Use a Cash Buying Plan for Children's Clothes, 1973. Consumer Information Services, Dept. 703 Public Relations, Sears, Roebuck and Co., Chicago, Illinois, 60684.

Prepared Mixes That Save You Time; It's so Easy to Make Your Own. University of Wisconsin Extension, Agricultural Bulletin Building, 1535 Observatory Drive, Madison, Wisconsin, 53706.

AUDIO VISUALS

Eat to Your Heart's Content. American Heart Association. Narrated by Tony Randall. Film.

Food as Children See It. 9200 Film Center, General Mills, 9200 Wayzata Blvd., Minneapolis, Minnesota. Sound, color, 15 min. film. Rental $2.50, Purchase $10.00 - $11.00 with sound.

Freezing - What's it All About? Produced by Elliott-Patterson Association, Inc., New York, New York, 10017. Filmstrip by Reynolds Wrap.

It's Good Food, Keep it Safe. Nasco, Fort Atkinson, Wisconsin. Filmstrip.

Just Around the Corner. MET/Cambridge Mississippi Educational Television, 15 tapes dealing with Consumer Economics, each 15 min. in length. $700.00.
- Budgeting
- Housing Needs
- Moving In
- Sales and Income Tax
- Catalog Ordering
- Selling Techniques
- Insurance
- Buying Appliances
- Banking Services
- Car Maintenance
- Car Buying
- Comparison Shopping
- Loans and Credit
- Changes in Budget I
- Changes in Budget II

Label it Nutrition. American Dairy Council, Rosemont, Illinois, 60018. Slide presentation (good to use with presentations on use of labeling, diets, nutrition).

Line and Color in Clothes. By Mary Mark Sturm and Edwina H. Grieser, Webster-McGraw-Hill. Transparencies.

Microwave Meals. New 1976. Betty Crocker Teaching Aids, 9200 Film Center, Box 1113, Minneapolis, Minnesota, 55440. Ages 14-18 & Adult, Sound/color, 14 min. film. Sample booklet included. Additional copies are $2.00/25.

Practical Skills for the Homemaker. Career Aids, Inc., Dept. BVI, 5024 Lankershim Blvd., N. Hollywood, California, 91601. CEF974. 5 color filmstrips, 5 cassettes, study guides, $82.50.
- How to Hang Wallpaper
- How to Paint Interior Walls and Trim
- How to Refinish Wood Furniture
- How to Make Minor Electrical Repairs
- How to Make Simple Plumbing Repairs

To Your Credit. Betty Crocker Teaching Aids, 9200 Film Center, Box 1113, Minneapolis, Minnesota, 55440. Ages 14-18 & Adult, Sound/color, 18 min. film.

ADDITIONAL RESOURCES

American Dairy Council Learning Aids, National Dairy Council, 111 North Canal Street, Chicago, Illinois, 60606.

Health and Welfare Division, Metropolitan Life Insurance Co., One Madison Ave., New York, New York, 10010. Free publications for classroom handouts on: Personal/Family/Community Health, Child Health and Development, Safety and Emergency Medical Care, Babysitting. Free 16mm films for use in the same areas.

Johnson and Johnson Baby Products Company, Consumer and Professional Services, New Brunswick, New Jersey, 08903. Free materials for classroom handouts on child care, babysitting.

Kraft Foods Educational Department, P.O. Box 730, Chicago, Illinois, 60677. Nutrition instructional materials available.

Nabisco, Inc., Home Economics Division, 425 Park Avenue, New York, New York, 10022. Offer a number of different recipe booklets free for use as classroom handouts.

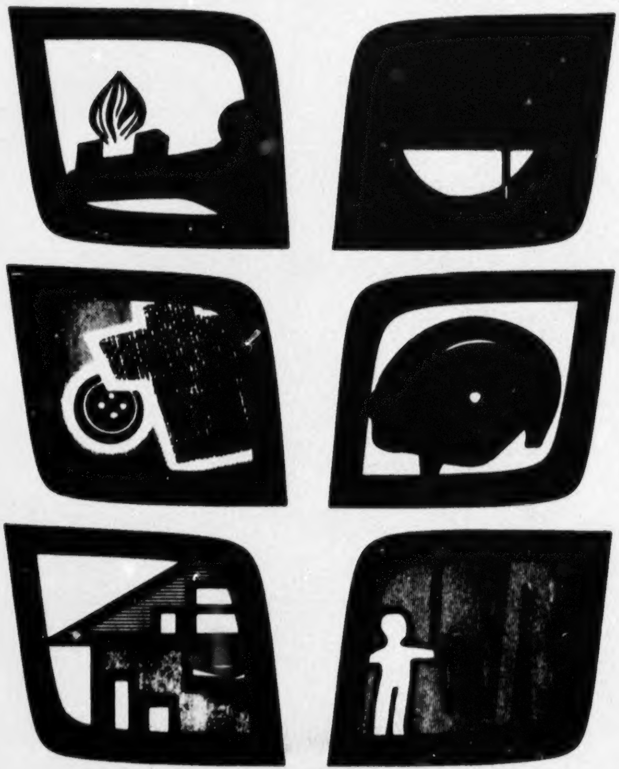
Parents Magazine Filmstrips, Parents Magazine Films, Inc., Dept. T02, 52 Vanderbilt Avenue, New York, New York, 10017.

Penney's Educational Materials, Educational Relations Dept., 1301 Avenue of the Americas, New York, New York, 10019.

Sears Learning Aids, Consumer Information Services, Sears, Roebuck and Co., Sears Tower, Chicago, Illinois, 60684.

OTHER PROJECTS OF INTEREST:

Development and Testing of Curriculum for the Occupation of Homemaking, Post-Secondary and Adult Levels - Phase III. (Wisconsin Vocational Studies Center, University of Wisconsin-Madison)	A Steering Committee of VTAE Coordinators and U.W. System Teacher Educators to develop a framework for diploma and associate degree programs. Phase III includes curriculum development of core courses, implementation plans, some field testing, and development of brochures.
Identification and Plan for Developing Consumer Education Competencies Needed by VTAE Graduates. (Vocational Center, University of Wisconsin-Stout)	A research and planning effort using advisory committees, steering committees, and culminating in a two day conference. An inter-disciplinary approach.



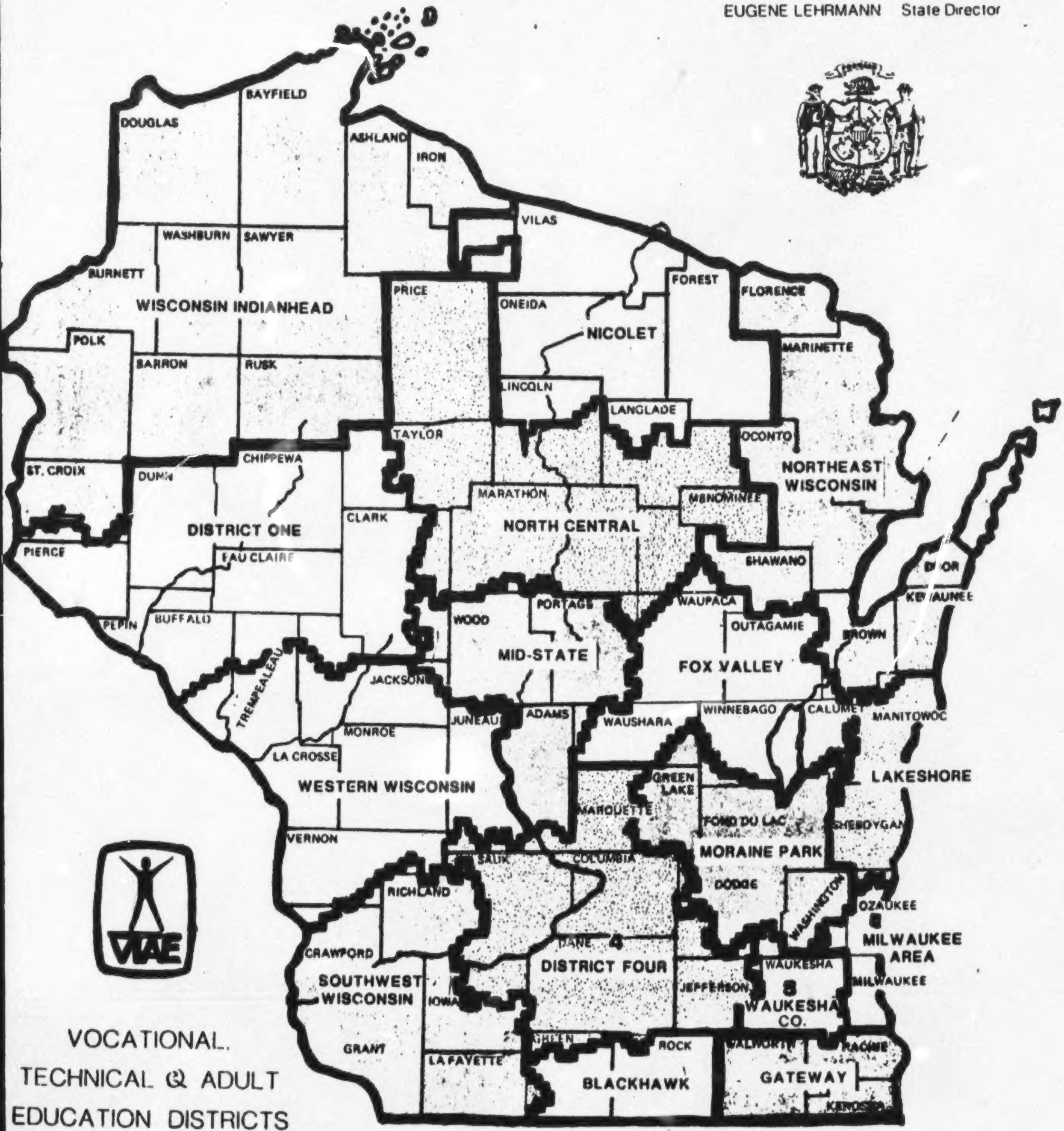
APPENDIX A

MAP OF WISCONSIN'S VTAE DISTRICTS

State of Wisconsin

BOARD OF VOCATIONAL, TECHNICAL & ADULT EDUCATION

EUGENE LEHRMANN State Director


BAYFIELD
DOUGLAS
ASHLAND
IRON
VILAS
WASHBURN
SAWYER
BURNETT
WISCONSIN INDIANHEAD
PRICE
ONEIDA
FOREST
FLORENCE
NICOLET
POLK
BARRON
RUSK
MARINETTE
LINCOLN
LANGLADE
TAYLOR
OCONTO
ST. CROIX
DUNN
CHIPPEWA
NORTHEAST WISCONSIN
MARATHON
MENOMINEE
CLARK
NORTH CENTRAL
DISTRICT ONE
PIERCE
EAU CLAIRE
SHAWANO
DOOR
KEWAUNEE
PORTAGE
WAUPACA
PEPIN
BUFFALO
WOOD
OUTAGAMIE
BROWN
MID-STATE
FOX VALLEY
TREMPEALEAU
JACKSON
JUNEAU
ADAMS
WAUSHARA
WINNEBAGO
CALUMET
MANITOWOC
MONROE
LA CROSSE
GREEN LAKE
LAKESHORE
WESTERN WISCONSIN
MARQUETTE
FOND DU LAC
SHEBOYGAN
VERNON
SAUK
COLUMBIA
MORAINE PARK
DODGE
RICHLAND
WASHINGTON
OZAUKEE
DANE
4
MILWAUKEE AREA
CRAWFORD
DISTRICT FOUR
WAUKESHA
SOUTHWEST WISCONSIN
JEFFERSON
8
WAUKESHA CO.
MILWAUKEE
IOWA
GRANT
GREEN
ROCK
WALWORTH
RACINE
LA FAYETTE
BLACKHAWK
GATEWAY
KENOSHA
VTAE

VOCATIONAL, TECHNICAL & ADULT EDUCATION DISTRICTS

WISCONSIN VOCATIONAL STUDIES CENTER
UNIVERSITY OF WISCONSIN-MADISON

The Wisconsin Vocational Studies Center at the University of Wisconsin-Madison was reorganized with the support of the Wisconsin Board of Vocational, Technical, and Adult Education within the School of Education in 1971. The function of the center is to serve the State of Wisconsin in a unique way by bringing the resources of the University to bear on identified problems in the delivery of vocational and manpower programs—vocational education, technical education, adult education, career education, and manpower training—to citizens of all ages in all communities of the state. The center focuses upon the delivery of services including analyses of need, target groups served, institutional organization, instructional and curriculum methodology and content, labor market needs, manpower policy, and other appropriate factors. To the extent that these goals are enhanced and the foci of problems widened to encompass regional and national concerns, the center engages in studies beyond the boundaries of the state.

Merle E. Strong, director
Roger H. Lambert, associate director

for further information contact:

WISCONSIN VOCATIONAL STUDIES CENTER
321 EDUCATION BUILDING
1000 BASCOM MALL
MADISON, WISCONSIN 53706

608-263-3696